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Taylor University Fort Wayne Catalog

Taylor University Fort Wayne

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TAYLOR UNIVERSITY

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FORT WAYNE CAMPUS



Leadership

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TAYLOR UNIVERSITY
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Taylor University operates undergraduate liberal arts programs on two campuses, one in Upland, Indiana and the other in Fort Wayne, Indiana. This catalog is the official bulletin of Taylor University Fort Wayne.

A separate catalog is available describing the programs offered at Taylor University Upland. For a copy of the Taylor University Upland catalog, application forms, and further information contact the Office of Admissions Taylor University, 500 West Reade Avenue, Upland, IN 46989-1001 or call (317) 998-2751 or 1-800-882-3456.

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Taylor University Fort Wayne
1025 West Rudisill Boulevard
Fort Wayne, IN 46807
Telephone: 1-800-233-3922
or (219) 456-2111
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TAYLOR POLICY OF NONDISCRIMINATION AND COMPLIANCE: It is the policy of Taylor University to provide equal employment opportunity to employees and candidates for employment. Within the parameters of the university's statement of faith and life together covenant, there shall be no discrimination against any employee or candidate for employment due to race, color, national origin, or sex. This policy is applicable to the policies governing recruitment, placement, selection, promotion, training, transfer, rates of pay, and all other terms and conditions of employment.

Compliance with this policy is the personal responsibility of all personnel, especially those whose duties are related to the hiring of new employees and the status or tenure of current employees. The university is committed to recruiting, employing, and promoting qualified members of groups who have not been discriminated against by the university but who may be the victims of systematic, institutional, and societal forms of exclusion and discrimination. Further, as an Equal Opportunity/Affirmative Action Employer, the university will cooperate fully in the implementation of applicable laws and executive orders.

As an equal opportunity institution, Taylor University complies with all federal and state nondiscrimination laws. Direct inquiries to the Office of the President, Taylor University, 500 W. Reade Avenue, Upland, IN 46989-1001, 317-998-5203, or the Office of Civil Rights, D.H.E.W., Washington, DC.

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TAYLOR UNIVERSITY

A CHRISTIAN LIBERAL ARTS COLLEGE

Taylor University is an evangelical, independent, interdenominational Christian liberal arts college where faith, living, and learning are integrated. The Taylor University Fort Wayne student body consists of approximately 400 men and women. About thirty percent of the student population is over twenty-five years of age.

Academic pursuits at Taylor are rigorous, demanding imagination, dedication, and integrity from both students and faculty. As a Christian institution, Taylor University has concerned, competent faculty who recognize that all truth has its source in God. The students' quest for truth begins with this conviction and relates to all aspects of the liberal arts curriculum.

The Fort Wayne campus of Taylor University consists of approximately 32 acres, located on West Rudisill Boulevard in Fort Wayne, Indiana. The section of the campus on the south side of West Rudisill consists of classrooms, administration, the library, a women's residence hall, the activities center and studios for WBCL radio. The part of the campus located on the north side of West Rudisill contains men and women's residence halls, the dining commons, the chapel, Community School of the Arts, and a maintenance facility.

Remodeling and restoration continue to enable maximum utilization and quality maintenance of facilities.

HISTORICAL SETTING

Taylor University, one of the oldest Christian colleges in America, was established in 1846 in Fort Wayne, Indiana, as Fort Wayne Female College. The school became coeducational (1855), merged with the Fort Wayne College of Medicine to become Taylor University (1890), and moved from Fort Wayne to Upland (1893). In 1992, Taylor University established a second campus in Fort Wayne as the result of a merger with Summit Christian College, previously known as Fort Wayne Bible College.

Bishop William Taylor, for whom the institution is named, was an energetic missionary evangelist possessed with unusual vitality of commitment and devotion. His voluminous writings (many books on preaching and missions) and extensive world-wide missionary endeavors resulted in his being the first lay pastor to be named a Bishop of the Methodist Church.

MISSION

Taylor University is an interdenominational evangelical Christian institution educating men and women for lifelong learning and for ministering the redemptive love of Jesus Christ to a world in need. As a Christian community of students, faculty, staff, and administration committed to the Lordship of Jesus Christ, Taylor University offers postsecondary liberal arts and professional education based upon the conviction that all truth has its source in God.

CHRISTIAN ORIENTATION

Taylor University is firmly committed to evangelical Christianity. To assure the central place of Christian principles in the philosophy and life of the university, the trustees, administration, and faculty believe that 1) God is the ultimate creator and sustainer of all things in heaven and on earth; 2) the Holy Bible is the inspired, authoritative written word of God, progressively revealing God's will for humankind who, though created by God in His image, rebelled and needs redemption; 3) Jesus Christ is the Living Word of God, Who made known God's plan for redemption in His virgin birth, sinless life, atoning death, bodily resurrection, and ascension; and Who will return in power and glory; 4) the Holy Spirit is God present in the life of the believer, testifying to the Lordship of Christ and enabling the believer to live a godly life; 5) the church is the community of believers who express their unity in Christ by their love for Him, for each other, and for all humankind.

ACADEMIC PURPOSES OF TAYLOR UNIVERSITY

Purposes

To involve students in liberating learning experiences fused with a vitally Christian interpretation of truth and life

To create specific experiences wherein the integra-

tive focus of a liberal arts education is clarified, personalized, and applied

To require demonstrated depth of learning in an academic major

To build maximum program effectiveness by consistent study and improvement of curriculum and instruction, and faculty student relationships

To structure the general education experience for the dissemination of the liberal arts heritage

Objectives

To foster the capacity for making sensitive, value-oriented judgments

To engage in and encourage research

To prepare students for conscientious and creative leadership in a technological world

To establish foundations for graduate study

To share intellectual expertise with the larger geographical, scholarly, and faith communities

To anchor specific career preparation for a variety of professions in a foundation of appropriate academic experiences, cultural breadth, and Christian perspectives

To prepare students to meet external certification and licensing requirements

To provide preprofessional preparation

ACCREDITATION AND MEMBERSHIPS

In its academic programs at Upland and Fort Wayne Taylor University is accredited by the North Central Association of Colleges and Secondary Schools, the Indiana Professional Standards Board, and the National Council for Accreditation of Teacher Education. Programs at Upland are also accredited by the National Association of Schools of Music and the Council on Social Work Education.

Memberships include the American Council on Education, National Association of Independent Colleges and Universities, Council of Independent Colleges, Independent Colleges and Universities of Indiana, American Association of University Women, Evangelical Council for Financial Accountability, National Association of College Auxiliary Services, Indiana Commission on Higher Education, National Association of Student Financial Aid, National Association of College and University Business Officers, Association of Governing Boards of Universities and Colleges, Associated Colleges of Indiana, Cincinnati Council on World Affairs, American Association of Colleges for Teacher Education, Indiana Consortium for International Programs, and National Association of Foreign Student Advisors.



CHRISTIAN COLLEGE CONSORTIUM

To provide a variety of professional and academic experiences for faculty and students, Taylor maintains membership in the Christian College Consortium, thirteen Christian liberal arts colleges with programs similar to those of Taylor. Of special interest to students are the visiting students' options on the other campuses and cooperative overseas programs.

CHRISTIAN COLLEGE COALITION

Taylor University is one of eighty-five colleges and universities who compose the Christian College Coalition, a Washington, D.C.-based organization which was founded in 1976. The coalition exists to coordinate government information and to provide member colleges programs and contacts to enhance the integration of faith and learning. The coalition sponsors semester programs for qualified upper classmen from its member schools. These include the American Studies Program in Washington D.C., the Latin American Studies Program based in San Jose, Costa Rica, the Los Angeles Film Studies Center Program, the Middle East Studies Program in Cairo, Egypt, and the Russian Studies Program in Moscow, St. Petersburg, and Nizhni Novgorod.

THE TAYLOR PROGRAM

The Academic Year

The academic calendar includes a fall and spring semester, an interterm in January, and two summer sessions.

Summer Program

The summer program involves courses on campus and at international sites. The sessions also offer independent studies, practicums, and internships.

Summer Session I is a four-week program during which students may complete up to six credit hours. Session II is a five-week program during which students may complete up to eight credit hours.

For more information on the summer session programs, contact the Office of the Vice President for the Fort Wayne campus.

Interterm

Interterm promotes a change of pace in scheduling and learning styles for both students and professors. Because students concentrate on a normal load of four hours, the design permits flexible learning activities including domestic or international travel. Students are

encouraged to choose creative options. Students may supplement their programs with interdisciplinary or nontraditional courses or take a required course in a varied format.

Community School of the Arts

The purpose of the Community School of the Arts is to meet the expressional needs of individuals of all ages in the family, church, school, and community. Activities within the Community School of the Arts include instructing, performing, and serving in music and other arts-related areas. These services fulfill the institutional mission which includes life-long learning and liberal arts and professional training within the context of a Christian institution. The Community School of the Arts is an affiliate member of Arts United of Greater Fort Wayne. Taylor University students are able to enroll in class and private instruction in a variety of areas (voice, piano, instrumental, etc.).

Adult Education

Taylor University Fort Wayne offers a variety of courses and programs to assist in meeting the ever-changing educational needs of adults. Information about adult-oriented programs designed to enable adults to complete a college degree is available from the Admissions Office. Inquiries about noncredit, skill-oriented courses and seminars should be directed to the director of continuing education.

Institute of Correspondence Studies

The Institute of Correspondence Studies is in the forefront of distance education, providing annually over 70 college-level courses to almost 3,000 students worldwide. A limited number of these courses may be applied to degree requirements. All are challenging opportunities for enrichment and personal growth. Specific information is available from the director of correspondence studies.

Cooperative Education Program

Cooperative Education alternates periods of full-time study with periods of full-time work at an employment site. This professional-level program allows students to gain experience in their chosen field of study, thus better preparing them for employment upon graduation. While at an employment site, students earn a competitive wage which helps finance a portion of their educational expenses. Academic credit is granted during work periods, and the experience is monitored by the university and the employer. Students must complete the sophomore year and maintain a B average to qualify for the Taylor University Co-op Program. Interested students should contact the Co-op Program director before the end of their freshman year.

Credits-in-Escrow

Outstanding high school students may enrich and expand their educational experiences by enrolling at Taylor University on a space available basis for the fall and spring semesters. Full college credit is awarded for all courses satisfactorily completed according to the university's established requirements and procedures. Escrow credits earned at Taylor may be transferred to any college.

Senior Citizens Program

A senior citizen's discount is available to persons who qualify and complete a guest application with the senior citizen designation. The applicant must register for the desired courses and pay the appropriate charges at the time of registration. Persons fifty years of age or older may have the senior citizen designation and the resulting tuition discount when taking courses at Taylor.

OFF-CAMPUS/INTERNATIONAL STUDIES PROGRAMS (subject to additions and deletions)

American Studies Program

The American Studies Program, located in Washington D.C., is sponsored by the Christian College Coalition. Taylor University students apply for admis-

sion to the program and, if accepted, may participate for four months during fall or spring semester. Students take a course per month and work in a government-related internship. The program is designed for juniors and seniors with a wide range of academic majors and vocational interests. Study at this Washington campus for the coalition colleges is viewed as one way of challenging students to consider the meaning of proclaiming the Lordship of Jesus Christ in all areas of life, including career choices, public policy issues, and personal relationships.

AuSable Institute of Environmental Studies

Taylor is affiliated with the AuSable Trails Institute of Environmental Studies in Mancelona, MI. Taylor students may take summer courses for credit at AuSable and may also complete requirements for certification as naturalists, environmental analysts, or land or water resources analysts.

Business Study Tours

In alternating years, the Business Department offers two international business tours during January interterm as described below:

The **Greater China Business Study Tour** combines traditional classroom course work with travel and cultural experience and business visitations. Time is spent



in China, Taiwan, and Hong Kong. Research projects for American industry are often completed.

The **European Business Tour** includes international business and marketing with Belgium, England, France, Germany, Holland, Italy, and Switzerland as the classrooms. Students visit well-known corporations such as Lloyds of London, Amsterdam's diamond companies, and Opel in Frankfurt. They also visit NATO in Brussels, Heidelberg University, and Europe's most famous castles. European history and culture are explored through stops at the Anne Frank home, Notre Dame, and the Louvre Art and VanGogh Museums and by boat rides on the Rhine River.

Daystar University College

The Christian College Consortium allows junior or senior students to spend a fall or spring semester studying at Daystar University College in Nairobi, Kenya. Participants attend classes with over 800 African students who are studying for the BA degree. All instruction is in the English language and is offered by a faculty of African nationals. This program provides students exposure to the rich culture and heritage of the African people.

Institute of Holy Land Studies

The Department of Biblical Studies, Christian Education, and Philosophy on the Upland Campus and the Department of Christian Ministries on the Fort Wayne Campus offer an opportunity for fall semester studies at the Institute of Holy Land Studies in Israel. Choice of several course offerings is available. Students have the opportunity to study Scripture in context, view biblical sites, understand the Arab-Israeli conflict, and experience modern and ancient cultures. This program provides a basic understanding of the land and people of the Bible and the Middle East.

Israel Study Tour

The Department of Biblical Studies (Upland campus) sponsors a Holy Land studies tour during January interterm. This tour involves three weeks of studying at the Institute of Holy Land Studies in Jerusalem. Students travel to various biblical sites and study their significance to historical Christianity.

Latin American Studies Program

The Latin American Studies Program in San Jose, Costa Rica, is sponsored by the Christian College Coalition. The program is designed for junior and senior students and has three tracks—language and culture, natural science, and international business. The language track is offered during the fall or spring semesters and is designed for Spanish and social science majors but is available to others as well. The natural science track is offered spring semester only and is de-

signed for biology, ecology and environmental science majors. The international business track is offered fall only and is designed for business majors interested in issues related to international business. All students study the Spanish language and become immersed in the rich culture and history of the Latin American people. Students reside in the homes of Costa Rican families, engage in a service project, and travel within Central America.

Literary London

A study tour of London, England, is offered annually by the English Department on the Upland campus during interterm. Students may receive credit in general education, literature, or cross-cultural studies. The group focuses its activities in central London with field trips to surrounding areas such as Stratford-upon-Avon, Canterbury, Oxford, Dover, and Salisbury. Students are encouraged to attend plays and musicals to enhance their understanding of British life.

Los Angeles Film Studies

The Los Angeles Film Studies Center, located in Hollywood, California, provides a values base for skills acquisition and on-the-job training for students interested in the various aspects of the film industry. Serving as a fall or spring semester extension campus for Christian College Coalition member colleges, the LAFSC incorporates a semester study program with internship experiences to equip students to be a positive Christian presence in the film industry.

Middle East Studies Program

The Christian College Coalition is sponsoring a new Middle East Studies Program in Cairo, Egypt. Students are exposed to the vast resources of Cairo during the fifteen week fall or spring semester. Courses such as Introduction to Arabic, Peoples and Cultures of the Middle East, Islam in the Modern World, and Conflict and Change in the Middle East Today maximize the educational and experiential impact of the curriculum. After living in Cairo for thirteen weeks, the students travel to Israel for two weeks as part of the final module. Involvement in a local service project is an important component of the program.

Oregon Extension

Taylor participates in the Oregon Extension through the Christian College Consortium. This program offers a wide variety of courses in a very personal, highly rigorous academic environment. The fall semester program offers 15 hours of credit under the general category of "Contemporary Life and Thought."

Oxford Study Program

The Taylor Oxford Study Program in cooperation

with the Whitefield Institute offers an alternative approach to major study during January interterm. It is based on a tutorial method of learning at England's Oxford University. One part of the program consists of group class lectures on three areas of British culture. The second part consists of each Taylor student meeting weekly with an Oxford tutor on a topic of the student's choice. Students are housed in homes of British Christians.

Russian Program—Nizhni Novgorod

In 1991 Taylor began a faculty-student exchange with Nizhni Novgorod State University. Taylor students may earn credit in Russian language and culture during residence at this major university in the historic city of Nizhni Novgorod, located on the banks of the Volga River some 230 miles east of Moscow. The experience includes excursions to many cultural sites and emphasizes living and learning with Russian students of English.

Russian Studies Program

Students may discover firsthand the richness of Russian language, culture, and history through a unique living/learning semester abroad sponsored by the Christian College Coalition. The Russian Studies Program makes use of the resources found in Moscow, center of the former Soviet government and current political and economic debates; Nizhni Novgorod, located on the Volga River 230 miles east of Moscow in the Russian heartland and the focus of post-Communist economic reform; and St. Petersburg, where Eastern and West-

ern influence are wed in a city rich with history and culture.

Semester in Spain

The Department of Modern Languages on the Upland campus participates in the Semester in Spain Program of Trinity Christian College. In this program, students earn up to sixteen hours of credit while studying with faculty members who are natives of Spain. Students live with families in Seville, Spain, the site of the 1992 World's Fair. The city's theaters, galleries, museums, and 400-year-old university provide many opportunities for cultural activities.

Spanish Abroad

The Department of Modern Languages on the Upland campus sponsors a program in San Jose, Costa Rica, which offers the possibility of eight hours credit in intermediate and/or advanced Spanish during five weeks in the summer. Students study with professors from Taylor and live with Costa Rican families. Opportunities are provided for travel to sites of historical interest, and cultural programs are included in the varied itinerary.

Taylor University In Singapore

Taylor University is linked with Singapore Youth for Christ to offer lower division courses in Singapore. When this program is offered, a member of the Taylor faculty resides and teaches in Singapore during the fall semester. All courses apply to graduation requirements at Taylor.



Wesleyan Urban Coalition

Taylor University is affiliated with the Wesleyan Urban Coalition, which serves as a cooperative education center linking the Olive Branch Mission in Chicago with twelve Christian colleges and seminaries. Its objective is to foster personal and corporate discipleship through involvement in urban ministry, living in Christian community, and study of urban life and systems. Specific programs range from weekend field trips to three-week miniterm and semester-long programs. Students live in facilities owned by the Olive Branch Mission and experience firsthand an inner city environment.

CAMPUS FACILITIES

Bethany Hall was constructed in 1929. This 14,000 square-foot structure currently serves as a residence hall with a capacity for 41 women, most of whom reside in single rooms. During its 60-year history, this north campus facility has also been used as an administrative and classroom building.

Brown Gables, home to TUFW's vice president, was first purchased by the school in 1960. It was later sold and then repurchased in 1993. The spacious accommodations of the vice president's home are ideal for entertaining students and guests of the university.

Founder's Memorial Hall, constructed in 1941, houses a variety of significant campus facilities, including the 600-seat **Ramseyer Chapel** and the campus cafeteria. The Taylor University Fort Wayne Community School of the Arts, also located in this 43,000 square-foot building, provides instrumental music lessons, vocal lessons, and ensemble opportunities to Taylor students and to the Fort Wayne community. This north campus building contains an electronic music lab and 14 sound proof studios.

The **Gerig Activities Center**, a focal point for concerts, special events and intercollegiate athletics, is the newest building on the Fort Wayne Campus. Built in 1989, this 34,000 square-foot facility houses athletic offices, a physical education classroom and a physical fitness room. The gymnasium features two full-length basketball courts and boasts concert seating for 1600.

Lehman Memorial Library, built and occupied in 1960, is situated on the south campus. The 21,000 square-foot library houses approximately 62,000 volumes and subscriptions to over 350 periodicals. In addition to easy access to other area libraries through interlibrary loan, the Lehman Library has its own CD-ROM work station. The library also houses the S.A. Witmer collection of artifacts from the Near East and other collections. The library is home to TUFW's Center for Audio-Visual Education and the Instructional Materials Center.

Leightner Hall, acquired in 1954, serves as the TUFW student union. Affectionately known as "The

Hollow," the 5,000 square-foot building contains a lounge area with a television and stereo, a snack shop, game rooms and a prayer chapel. Several student activities organizational offices are also located here including the yearbook offices and darkroom, Taylor World Outreach offices, and the offices for Harambe, TUFW's student multicultural association.

Lexington Hall, built in 1964 as part of the south campus plan, stands in a beautiful wooded corner of the campus. This two-story building houses 100 women and offers a kitchen and a spacious lounge area with a fireplace.

Residence Hall, constructed in 1949, is an on-campus apartment complex for married students. Situated on the north campus, this ten-unit complex features single bedroom apartments and in-house laundry facilities.

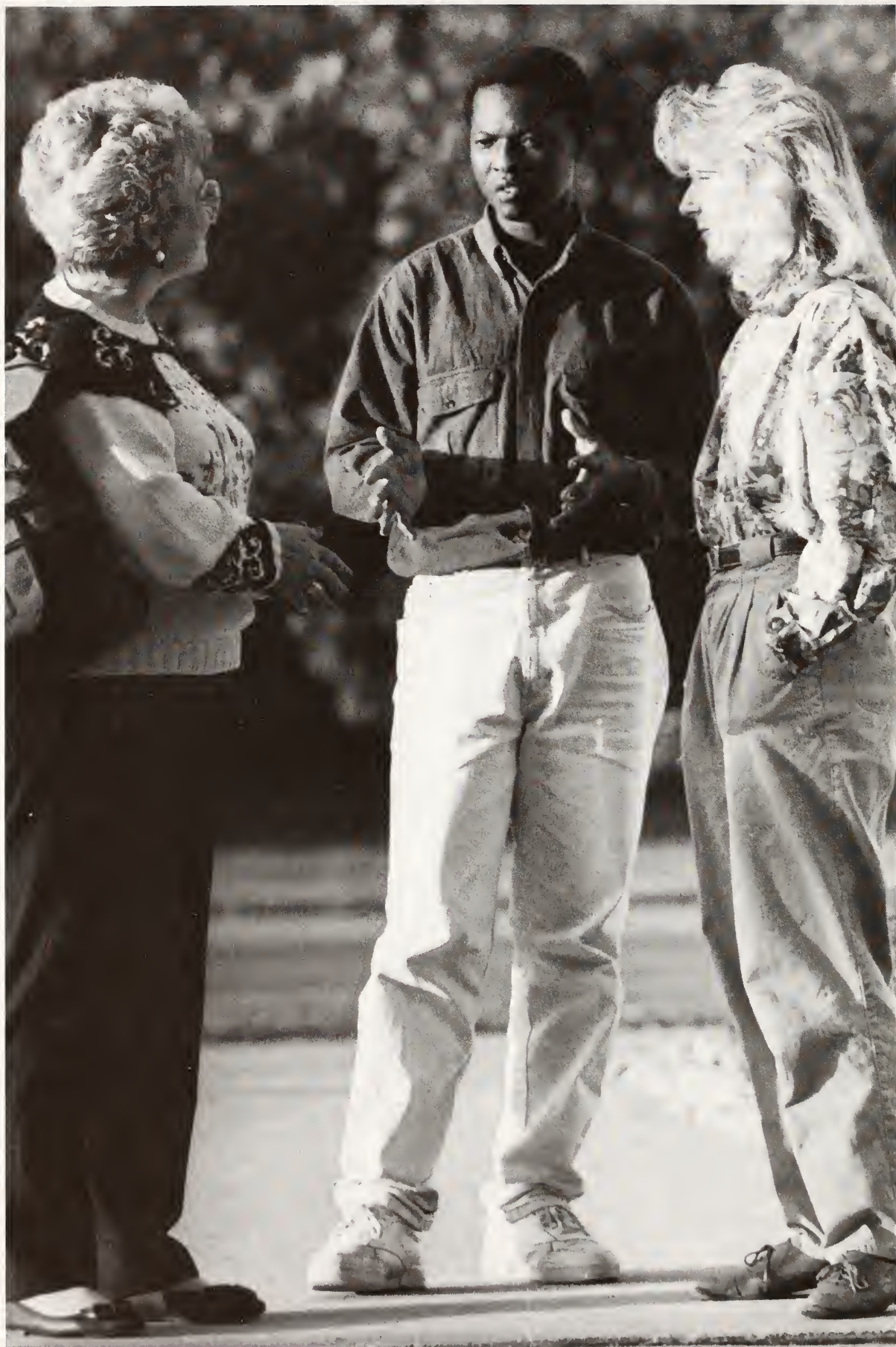
Reynolds Maintenance Building, completed in 1982, was named for Edison Reynolds who served as the chief of buildings and grounds for 29 years. This facility houses the campus maintenance offices and workshop.

Schultz Hall, constructed in 1904, was the first official campus building. It originally accommodated all college activity and contained classrooms, faculty and administrative offices, the chapel, cafeteria, and student residences. Located on the north campus, this two-story building currently serves as a residence hall, housing men and women on separate floors. It has a capacity of 114 students.

Wiebke House, located on a slight rise in the land contour on the west side of the south campus, is TUFW's most historic building. This large brick home was built in the early 1800's in the middle of the Wiebke farm and became available for student use in 1959. Serving as a residence hall for male or female students, depending on need, it now houses 12 students.

Witmer Hall, facing Rudisill Boulevard on the south campus, serves as the primary academic and administrative facility. Completed and occupied in 1970, this modern 44,000 square-foot building houses classrooms, two computer labs (MacIntosh and IBM compatible), a large lecture hall, a science laboratory, and the campus bookstore. The Office of Admissions and the Registrar's Office are located on the first floor, as is the Office of Campus Nurse. Offices of Business, Financial Aid, Student Development, Alumni, University Relations, and the Vice President are located on the third floor of this attractive building.

WBCL Studios, immediately adjacent to the Activities Center on the South Campus, is the broadcast facility of one of Northeast Indiana's most lauded Christian radio stations. The studio facility contains several control rooms, an interview and news room, as well as administrative offices. Listener-supported WBCL broadcasts 24 hours a day at FM90.3 and is simulcast as 89.5 WBCY in northwest Ohio.



Student Development and Services

The offices and programs of Student Development and Services provide the fertile ground for each student's sense of belonging and growth at Taylor University. Beginning with admissions staff recruitment of capable and coachable minds and hearts and culminating in a proactive career development program, each of the varied components of Student Development and Services enhances the academic thrust of the university.

PURPOSES AND OBJECTIVES

Purposes

To educate students in a manner which fosters their spiritual, intellectual, emotional, physical, vocational, and social development

To collaborate with the Office of Academic Affairs in providing the environment, resources, and programs which maximize the potential for student growth

To foster a biblical model of community which can be replicated in a continuing lifestyle of service to and concern for others

To promote and affirm ethnic and cultural diversity

To enroll students committed to the mission of the institution

To make the Taylor University experience affordable to students complementing the student body profile

Objectives

To provide the environment, resources, and programs which maximize the potential for Christian students to grow in their understanding and expression of their Christian faith

To provide programs which promote ethnic and cultural understanding

To provide professional counseling and health care services for students

To create a residence life program which encourages personal growth and fosters a living out of the Life Together Covenant

To provide safe, attractive, and comfortable housing facilities for students

To provide wellness programs, experiences, and information which help students to live healthy and balanced lives

To provide a campus community which is safe and secure for students

To provide orientation services that will aid students in their transition to Taylor University and college life

To enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, recreational, athletic, and leadership programs

To assist students with career planning that will result in professional preparation for placement

ADMISSIONS

Through the Office of Admissions, prospective students may obtain information on how to become involved in TUFW's unique educational experiences which weave together scholarship in the liberal arts tradition, Christian commitment, a concern for career development, and a closely knit, friendly campus community.

Secondary School Preparation

Applicants to Taylor University Fort Wayne should have graduated in the top 40% of their class from an accredited secondary school (a GED is also acceptable) and present satisfactory aptitude test scores. Aptitude test scores are used to help interpret a student's high school transcript, the primary document in the evaluation of academic potential. Recommendations from a guidance counselor and pastor are important, as are a student's achievements in co-curricular activities. Applicants should have pursued a challenging college preparatory course load, including each of the following:

English	4 years
Mathematics	3-4 years
Laboratory Science	3-4 years
Social Science	2 years
Foreign Language	2 years recommended

Also encouraged are introductory courses in music and art, skill courses in typing/keyboarding, and basic computing.

Admissions Procedures

Application materials may be requested by phone or by writing to the Office of Admissions. Students are encouraged to submit the required credentials early in the academic year preceding their desired enrollment. Required credentials include the application form, high school transcript, recommendations from a guidance counselor and pastor, and aptitude test scores (either the SAT I or ACT). Taylor University recommends the college entrance examinations be taken during a student's junior year of high school. For tests to be considered official, they must be sent to the Office of Admissions, Taylor University Fort Wayne, 1025 West Rudisill Boulevard, Fort Wayne, Indiana 46807, either through the high school guidance counselor, the College Entrance Examination Board, or the American College Testing Service. A personal interview may be requested by the director of admissions.

Nontraditional Students

Applicants to Taylor University Fort Wayne who are 24 years of age or older are considered nontraditional students. The university recognizes that the factors which indicate an individual's potential for success in college change over time. In evaluating applications and transcripts of nontraditional students, every effort is made to be sensitive to the additional maturity and growth which life experience provides. Required credentials for nontraditional students include the application form,

a personal recommendation, high school transcripts or equivalent, and transcripts from any college attended. In addition, SAT I/ACT scores (or alternative) may be required before an admission decision is made.

Transfer Students

Transfer students are welcomed at Taylor. Taylor University accepts in transfer those courses carrying grades of C- or above from accredited institutions. Required credentials for transfer students include the application form, high school transcript, recommendation from a pastor, and transfer verification forms and official transcripts from each college attended. Generally, a minimum 2.5 GPA is required; test scores are not required if a full term of college work has been successfully completed. The transfer policy is listed in full on page 35.

International Students

International students desiring admission should write to the Office of Admissions for special instructions.

Honors Admission

Students with exceptional high school records may be admitted under Honors Admission status. Students admitted as Honors Admission students may be eligible for Taylor University Fort Wayne academic merit scholarships.



Regular Admission

Most students accepted for admission to degree programs at Taylor University Fort Wayne are admitted under regular admission status. Students admitted as regular admission students receive no restrictions as to classes for which they may enroll unless the class specifies prerequisites or is an upper division course. Admission decisions are made on a rolling basis.

Right Approach Program Admission

Students accepted for admission may be assigned to the Right Approach Program (RAP). This program, under the guidance of the director of the Learning Support Center, is offered to freshmen and transfer students. It is designed to provide educational experiences that support the transition from high school to the demands of the college classroom. Students take IAS 180 Applied Learning Techniques along with regular courses, and their progress is monitored. This program is available during the fall and spring semesters.

Matriculation Fee

Taylor University Fort Wayne requires a \$150 matriculation fee for all new full-time students who plan to live on campus during the regular school year. (All new students are required to live on campus unless they are commuting from their parents' home.) The \$150 matriculation fee includes \$100 toward tuition and \$50 toward a housing deposit. Students not living in university housing pay a \$100 matriculation fee.

The matriculation fee confirms a student's desire to attend Taylor University Fort Wayne. When the fee has been received and accepted, a place in the student body is secured. Matriculation fees are honored on a first come/first served basis as openings are available.

For students enrolling for the fall term, the matriculation fee may be paid anytime after the student's acceptance. A new or readmitted student who cancels prior to May 1 will receive a full refund. A student who cancels after May 1 will not receive a refund.

For students enrolling for the spring term, the matriculation fee may be paid anytime after the student's acceptance; however, the final date to submit a matriculation fee is November 1. Prior payments will be honored on a first come/first served basis. A new or readmitted student who cancels prior to November 1 will receive a full refund. A student who cancels after November 1 will not receive a refund.

Advanced Placement and Credit

To seek advanced standing or college course credit, an applicant may take an Advanced Placement examination administered by the College Entrance Examination Board. Students who have passed an Advanced Placement examination may be eligible for placement

at the next level of the college sequence and may receive college credit if the overall quality of their performance merits such recognition. Score levels vary between subjects; score levels considered passing may be obtained from the director of testing on the Upland campus.

Advanced credit may also be gained through the subject exams of the College Level Examination Program (CLEP). Complete information regarding advanced placement may be secured from the director of testing on the Upland campus.

Students may request specific information on admissions from the director of admissions. Students may call the Office of Admissions toll free at 1-800-233-3922, or may write the following address:

Office of Admissions
Taylor University Fort Wayne
1025 West Rudisill Boulevard
Fort Wayne, Indiana 46807.

FINANCES AND FINANCIAL AID

Student Expenses

Students attending Taylor University are paying only a part of the actual cost of education. Each student receives an educational subsidy to the extent that the amount billed is less than the institution's cost of providing the educational experience. Income from contributions, earnings on the endowment, grants, and other sources offsets the total cost of a Taylor education in the determination of student costs.

The college reserves the right to increase rates if and when necessary.

Annual Costs

Please refer to the Taylor University Fort Wayne Tuition and Fee Schedule for the current costs for an academic year.

Other Charges (subject to change)

Certain other charges are assessed for courses requiring private or special instruction and for administrative costs for special services and transportation.

Advance Payment

All returning students are required to pay an advance payment of \$100 to secure their registration for fall semester. Advance payment is due by June 1. Refund of the \$100 advance payment to returning students will be granted as follows: through June 30, full refund; July 1-14, \$75; July 15 and after, no refund.

Advanced Placement Examination

A \$25 recording fee is assessed per course for which advanced standing or college credit is awarded.

College Level Examination Program

An examination fee of \$35 is charged for each test administered, and a \$25 recording fee is assessed for each course for which college credit is granted.

Special Materials

Certain classes may require the student to purchase materials for specific projects or may require a basic materials charge. These costs will vary by course and cover only the materials used by the individual student.

Graduation Fee

A graduation fee of \$60 is charged to all candidates for graduation and is included in the cost of the senior year. It includes the diploma, cap and gown, and other graduation expenses.

Student Insurance

Taylor University provides a student insurance program which is available to all students. The program is not mandatory although students are encouraged to participate. Coverage is available for single students, for husbands and wives, and for families. Rates are available upon request from the Business Office.

Late Registration

A reinstatement fee of \$25 is charged to returning students who have not registered by the end of the registration period.

Payment of Bills

The bill for fall semester is mailed to each preregistered student, with a copy to the parent(s), at least three weeks prior to the beginning of the fall term. Charges for interterm will be included on the billing for spring term which is mailed two weeks prior to the beginning of interterm. Preregistered students are required to make the minimum payment two weeks prior to the first day of fall and/or spring semester. To be enrolled in classes, students not preregistered must make the minimum payment on the day they register. Payment of the amount due for each term may be handled in one of the following ways:

(a) **Payment in full:** Required of all full-time students unless option b, c, or d below is secured. Payment in full is required of all students carrying six hours or less.

(b) **Minimum payment:** One half of the net amount due (i.e. charges minus estimated financial aid listed on the invoice) must be paid two weeks prior to the start of the semester. The remaining balance will be due the last working days of October and March respectively. Any balances which are not paid by the due date will be subject to an interest charge of 13% annually. The fee for using this option is \$50 per semester.

(c) **Academic Management Service (AMS):** This method of payment provides for monthly payments beginning in May, June, or July, in anticipation of fall enrollment. There is a nominal one time fee and there are no interest charges for this service. Full AMS guidelines are available from the Business Office.

(d) **Special Arrangements:** Hardship cases must be worked out in writing in advance with the Business Office.

Additional information can be found in the Tuition and Fees Schedule. This publication is available in the Business Office.

A charge will be made for collection of overdue bills. If permission has been granted for a delay in the completion of the final payment due each term, an interest charge of 13% annually will be added.

All accounts must be paid in full before a student can complete the process of registration for the next academic semester or receive transcripts or diplomas.

Withdrawal Procedures

Withdrawal forms may be secured from the dean of students.

In cases of withdrawal of full-time students from the university, refunds of student charges for tuition, room, and board are based on the following schedule:

Basic fees are nonrefundable. There is no refund for withdrawals after the end of the sixth week.

Less than full-time students are refunded 100% of tuition during the first three weeks of school. No tuition is refunded after three weeks. Room and board refunds follow the chart above.

Refunds are based on the total term bill and on the date the official withdrawal form is completed. The

Withdrawals to the end of	Tuition	Room	Board
First week through Monday	90%	Prorated	Prorated following the first week-end of the term
Second week	90%	Nonrefundable	Prorated
Third week	75%	Nonrefundable	Prorated
Fourth week	60%	Nonrefundable	Prorated
Fifth week	45%	Nonrefundable	Prorated
Sixth week	20%	Nonrefundable	Prorated

matriculation fee and housing deposit will be forfeited for students who complete registration but must withdraw before attending classes. Any deviations from the refund policy are at the discretion of the vice president for the Fort Wayne campus and dean of students.

If a student is receiving financial aid, funds will be returned to the aid source(s) according to the Taylor University Refund and Replacement Policy. Copies of this policy are available upon request from the Office of Financial Aid.

Financial Aid

The financial aid program at Taylor recognizes that it is the basic responsibility of students and their families to finance a college education. However, the rising cost of education has made it necessary for many students to enlist financial assistance outside their personal resources. Financial aid helps many qualified students attend Taylor regardless of financial circumstances.

The financial aid programs offer assistance to students in need in the form of scholarships, grants, loans, and employment. Financial aid is awarded primarily on the basis of financial need, except in the case of merit scholarships which require superior academic achievement and ability. If the student's aid package is based on financial need, the total package (including merit and outside scholarships) cannot exceed the student's financial need.

Financial need is defined as the difference between a family's resources and the total cost of attending college. If there is a difference between the total cost of attending Taylor (including all tuition, fees, room, board, books, supplies, and personal expenses) and the ability of the family to meet these educational costs, the student is determined to have financial need. An evaluation of financial need will include consideration of the parents' and student's income and assets, family size, and number of family members in college.

To determine the extent of the student's financial need and the family's ability to pay for educational expenses, Taylor uses the Free Application for Federal Student Aid (FAFSA) and the Taylor University Institutional Financial Aid Application. An analysis of these statements yields the amount that the family is expected to contribute.

It should be noted that many aid programs require that a student be enrolled full-time (minimum of 12 credit hours per semester). Students who plan to enroll on a part-time basis should consult the director of financial aid about the availability of financial aid programs.

To continue to receive financial aid, a student must reapply each year. To maintain eligibility for financial aid, a student cannot be on extended academic probation and must meet the criteria established in the

Taylor University Satisfactory Academic Progress Policy. Copies of this policy are available upon request from the Office of Financial Aid.

How to Apply for Financial Aid

Students should begin the application process for financial aid as soon as possible after January 1. Those only interested in merit-based programs need not submit any financial aid forms. The Financial Aid Office automatically awards merit-based scholarships after receiving the students' SAT scores and class rank information from the Admissions Office.

In order to receive need-based financial aid, these steps must be followed:

1. *Be accepted for admission to Taylor University.*
Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized. Please note: Transfer students must indicate Taylor University Fort Wayne as a recipient of their FAFSA information and have their financial aid forms postmarked by March 1.
2. *Complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1, and mail it to the processor. Also complete the Taylor University Institutional Financial Aid Application, and send it directly to the Financial Aid Office. Both forms must be POSTMARKED by March 1 in order to be considered for need-based institutional aid.* A receipt of mailing should be acquired from the post office as proof of postmark. Students whose forms are postmarked after this date will only be eligible for the Federal Stafford Loan, Federal Pell Grant, Federal PLUS funds, and nonneed merit-based aid.
 - a. FAFSAs may be picked up in high school counseling offices or university financial aid offices. The Taylor University institutional form is only available from the Office of Financial Aid
 - b. In order to avoid unnecessary delays in processing, the Financial Aid Office strongly recommends that a family complete income tax returns before completing the FAFSA. However, if this is not possible, the FAFSA must be completed using estimated tax information in order to meet the deadline.
 - c. The release of information to Taylor University Fort Wayne should be clearly indicated on the FAFSA.
 - d. Students desiring scholarships or grants from the states of Indiana, Pennsylvania, Vermont, or Massachusetts must request that their FAFSA information be released to the appropriate state agency. There may be additional forms required in order to receive state aid. Please check with your high school guidance officer regarding

which forms are required by your state.

e. *In order for Indiana residents to be considered for state aid, their FAFSA must be postmarked by March 1, and they must request that a copy of the FAFSA be sent to the Indiana State Agency.*

No other form is required.

3. Submit a financial aid transcript from each previously attended college (even if you did not receive financial aid at that college).

In order to receive timely consideration in the awarding of financial aid, please submit these forms and respond promptly to requests for any additional information or documentation.

Merit-Based Awards

President's Scholarship: Requires minimum SAT verbal of 500 and composite of 1250 plus rank within top 10% of the high school class; renewable if student maintains 3.2 GPA. Amount: \$1,000 regardless of need, or \$2,000 if financial need is demonstrated.

Dean's Scholarship: Requires minimum SAT verbal of 450 and composite of 1150 plus student must rank in top 15% of the high school class; renewable if student maintains 3.2 GPA. Amount: \$750 regardless of need, or \$1,500 if financial need is demonstrated.

Need-Based Awards

(as determined by the FAFSA and institutional aid application)

Church Matching Grant: Taylor University matches 100% of a church's gift to a student with Taylor's maximum match totaling \$500.

Taylor University Gift Grant: Given to students with financial need and meeting individual criteria as stipulated by donors. This may include specific major,

GPA, and/or area of residence. Total aid package may not exceed financial need.

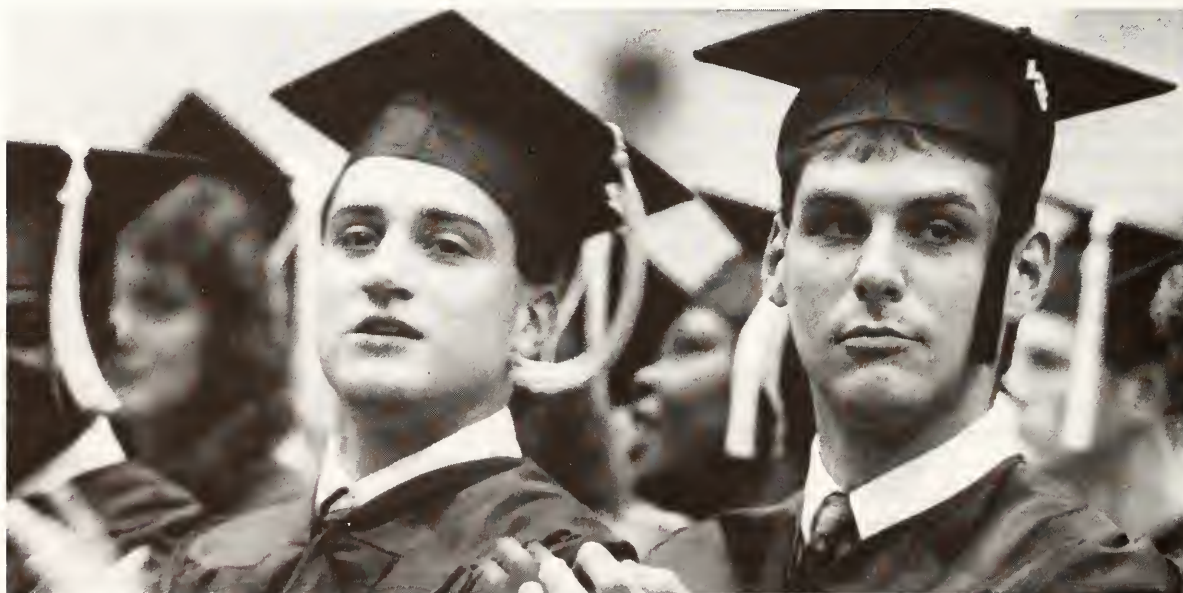
Taylor General Grant: Financial need is the only criterion. These awards are in addition to loans and earnings from work study.

Taylor University Employment: A student generally must demonstrate financial need. Exceptions include personnel assistants in residence halls or students who possess required skills such as computer knowledge.

Miscellaneous Scholarships

There are a number of scholarships available that are made possible through the generous contributions of friends of Taylor. Students applying for financial aid are automatically considered for these. A complete listing is shown below:

Jewel Ache Memorial Scholarship Fund
Alumni Scholarships
Hal & Tillie Carpenter Scholarship Endowment
Wilbur Ross Cochlin and Maude L. Cochlin Memorial Scholarship
Oscar A. & Ramona J. Eicher Scholarship Fund
Ira Gerig Scholarship Endowment
Jacob & Alice Gerig Memorial Scholarship Fund
Kenton Gerig Memorial Scholarship Endowment
Mary L. Haller Scholarship Endowment
Hill-McVay Annual Scholarship
Alma Hirschy Memorial Scholarship Fund
Theodore Hirschy Memorial Scholarship Fund
Lillian Heaston Hogue Scholarship Endowment
Adelle Isaac Memorial Scholarship
Roy Meyer Scholarship Fund
Eva Miller Memorial Scholarship Fund
Levi and Pearl Moser Scholarship
Philip (John 1:44) Scholarship Endowment
Verdie and Hazel Poorman Scholarship
Powers Memorial Scholarship
John L. and Mary Ramseyer Scholarship Endowment
Mary Edith Reiff/South Side High School Scholarship Fund
Reiff Memorial Scholarship Fund
Dr. Amos and Clara Reusser Memorial Scholarship Fund
Evelyn M. Rhodes Memorial Scholarship Fund



Charles A. Roberts Memorial Endowment Fund
Joseph Schindler Family Memorial Scholarship
Mary C. Spencer Memorial Annual Scholarship
Billy Springfield Memorial Scholarship
Kathryn Anne Swanson Memorial Scholarship
Clyde Taylor Endowment for World Mission
Esther M. & Gilbert J. Waddington Memorial Scholarship Fund
Forest Weddle Memorial Scholarship
Hugo and Lorena Weinman Memorial Scholarship Fund
Herald J. Welty Scholarship
Revs. Harold I. & Mary Elizabeth Zook Memorial Scholarship Fund

New Scholarships

Donors wishing to establish scholarships may contact the Office of University Relations.

Federal Aid

Anyone may apply for federal aid by completing the FAFSA.

Grants

Federal Pell Grant

- is based on financial need as determined by the FAFSA
- offers a maximum \$2,300/year (amount subject to change on yearly basis)

Federal Supplemental Educational Opportunity Grant

- is based on financial need as determined by the FAFSA; replaces Taylor General Grant
- provides a maximum \$4,000/year

Loans

Federal Perkins Loan

- is based on financial need as determined by the FAFSA
- loans a maximum of \$1,500/year according to financial need
- requires beginning repayment nine months after student leaves school
- charges a 5% interest rate
- is awarded through Taylor University; must be signed for every semester it is received

Subsidized Federal Stafford

- is a bank loan and a separate application must be completed.
- is based on financial need as determined by the FAFSA
- loans a maximum of \$2,625/year for freshmen, \$3,500/year for sophomores, and \$5,500/year for juniors and seniors depending on financial need
- requires beginning repayment six months after student leaves school
- has a variable interest rate, capped at 8.25%
- is available through applications provided by the Financial Aid Office
- must be applied for in the Financial Aid Office by July 1 to insure disbursement for the August payment

Unsubsidized Federal Stafford Loan

- is not based on financial need
- requires interest payment from the student from the date of disbursement
- operates otherwise same as subsidized loan
- cannot exceed maximum loan limits when combined with a subsidized loan

Federal PLUS (Parent Loan)

- is a bank loan and a separate application must be completed
- is not based on financial need
- may not exceed cost of attendance minus other aid
- allows payments on principal but not payments on interest to be deferred while the student is in school
- has a variable interest rate capped at 9%
- may be sought via the Financial Aid Office

Work

Federal Work Study

- is based on financial need as determined by the FAFSA
- allows \$1,500 maximum earning per year

State Aid

Indiana

Higher Education Grant

- is based on financial need as determined by the FAFSA
- provides a maximum \$1,441/year (amount subject to change on yearly basis)

Freedom of Choice Grant

- is based on financial need as determined by the FAFSA
- offers a maximum \$1,989/year (amount subject to change on yearly basis)

Other States

Pennsylvania, Massachusetts, and Vermont state grants

- are awarded to students even if they attend out-of-state colleges
- are based on financial need as determined by the FAFSA

Additional Information

A detailed brochure on financial aid is available upon request. Specific questions about financial aid should be addressed to

Taylor University Fort Wayne
1025 West Rudisill Boulevard
Fort Wayne, Indiana 46807
1-800-233-3922
219-456-2111

ATHLETICS

Mission

Athletics is an integral part of the concept of "whole person" education at Taylor University Fort Wayne. The total development of the student athlete is the paramount goal in the athletic program. In practical terms, this means that participation in athletics provides an avenue through which student athletes are developed, tested, and encouraged to achieve their maximum potential physically, emotionally, intellectually, and spiritually. Athletic competition is designed to assist and support student athletes in their understanding of a Christian response to fundamental human experience.

Sports

Taylor University Fort Wayne provides intercollegiate competition in two sports for men and two sports for women. Women's volleyball and men's soccer are scheduled during the first half of the fall semester. Overlapping the fall, interterm, and spring semester are the sports of men's basketball and women's basketball.

Intramurals

The intramural sports program is provided for student enjoyment by the Athletic Department in cooperation with Student Life. Intramurals are designed to provide a wide variety of activities for meeting the recreational and competitive needs of the TUFW student body. Flag football, volleyball, and basketball are provided for both men and women; coeducational

competition is featured in the spring softball games. Floor hockey is a popular winter activity for men. Individual competition in cross country events, tennis, and chess takes place throughout the academic year.

STUDENT DEVELOPMENT

The "whole person" education of students is expanded through the Taylor University Fort Wayne student development program designed to enrich and support the students' classroom experience. The student development program includes residence life, campus government, spiritual life and student ministries, campus security, career development, counseling services, health services, services for students with disabilities, leadership development, multicultural affairs, new student orientation, and student activities, organizations, and publications.

All members of the Taylor University Fort Wayne community commit themselves to the following community life expectations:

Community Life at Taylor

Taylor University is a community of Christians who are united in the pursuit of academic progress, personal development, and spiritual growth. Participation in the university community is based on the foundation of commitment to the Lordship of Jesus Christ. Together we seek to honor Him by integrating faith and learning while our hearts and lives reflect the process of maturing in Christ.

The purpose of the Life Together Covenant is to



identify the expectations for community participation that will assist us in living together and in meeting institutional objectives. We acknowledge that it is impossible to create a community with expectations which are totally acceptable to every member. Nevertheless, certain expectations must be specified to assure orderly community life. When individuals join the Taylor community, they freely and willingly choose to take upon themselves the responsibilities outlined in the Life Together Covenant.

Assumptions

1. Loving God and being accountable to Him are the primary motivations for Christian relationships and behavior.
2. The Bible is our authority; it provides the essential teachings and principles for personal and community conduct.
3. God through the Holy Spirit places in every believer the inner resources and attributes to minister to others through supportive relationships.

Responsibilities for Relationships

Living in daily fellowship with other Christians is a privilege and an expression of God's grace. In recognition of this privilege, great value is placed on the quality of relationships in our community. We acknowledge that we are living in a fellowship where we are dependent on and accountable to one another.

Within our community, the greatest expression of fellowship and the highest principle for relationships is love.

We should love one another. This is how we know what love is: Jesus Christ laid down His life for us. And we ought to lay down our lives for our brothers...let us not love with words or tongue but with actions and in truth. Since God so loved us, we also ought to love one another. Whoever loves God must also love his brother. (1 John 3:11-16, 18; 4:11,21 NIV)

For the purpose of our community we have identified the following specific expressions of love as being among the most desirable in our relationships.

Edification

We expect each member of the community to strive consciously to maintain relationships which support, encourage, and help others.

We who are strong ought to bear the weaknesses of those without strength and not just please ourselves. Let each of us please his neighbor for his good, to build him up. (Romans 15:1-2 NIV)

Bearing with One Another

Because of our humanness, difficulties in relationships can occur. In such cases, we are to respond as the Scripture states,

...clothe yourselves with compassion, kindness, humility, gentleness, and patience. Bear with each other and forgive whatever grievances you may have against one another. (Colossians 3:12 NIV)

Burden Bearing

We are responsible to come alongside those experiencing grief, discouragement, illness, tragedy, or other personal trial. Expressions of bearing one another's burdens include comfort, encouragement, consolation, and intercession.

Speaking the Truth in Love

A community such as ours can be strengthened by speaking the truth to each other with love. Problems in relationships and behavior can be resolved constructively by confronting one another in an appropriate spirit. If the welfare of the one being confronted is paramount, and if the confronter is acting in love, the process can produce growth.

Reconciliation, Restoration, and Restitution

Healing broken relationships is necessary for a healthy community. When relationships have been harmed, regardless of the reason, individuals are expected to reach out to one another, to forgive one another, to restore relationships, and to make restitution. II Corinthians 5:15-19 NIV states: *...and He (Christ) has given us the ministry of reconciliation...and He has committed to us the message of reconciliation.*

Implementing the above expression of love in relationships requires continual effort and sensitivity to others. Relationships of this quality enrich our lives, honor God, and assist in meeting the goals of the university.

Responsibilities for Behavior and Attitudes

Biblical Expectations

Scripture teaches that certain attributes are available to individuals through the Holy Spirit. These attributes include *"love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law"* (Galatians 5:22-24 NIV). These fruits of the Spirit are to be sought, encouraged, and demonstrated in our relationships.

In contrast to encouraging these positive attributes of the heart, Scripture condemns attitudes such as greed, jealousy, pride, lust, and hatred. Although these attitudes are sometimes difficult to discern, they can hinder relationships with God and others and lead to unacceptable behavior.

Certain behaviors are expressly prohibited in Scripture and, therefore, should be avoided by members of the university community. They include theft, lying,

dishonesty, gossip, slander, backbiting, profanity, vulgarity (including crude language), sexual promiscuity (including adultery, homosexual behavior, premarital sex), drunkenness, immodesty of dress, and occult practices.

In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the Taylor University community are expected to uphold the laws of the local community, the state of Indiana, and the nation. An exception would be those rare occasions in which obedience to the civil authorities requires behavior that conflicts with the teaching of Scripture. On such occasions, each individual will submit voluntarily to the civil penalty for his behavior. Behavior resulting in civil arrest on or off campus is subject to review within the university's disciplinary procedures.

University Expectations

In addition to subscribing to biblical expectations, members of the Taylor University community voluntarily commit themselves to the following standards of behavior. This commitment results from the conviction that these standards serve the good of the individual as well as the institution. These standards are not set forth as absolutes or as an index of Christian spirituality but rather as expectations of this community. Because of the importance of trust in and responsibility to one another, violations of these standards are regarded as a serious breach of integrity within the community.

The following standards apply to students, faculty, and administrators at Taylor University:

1. Members of the community are expected to observe the Lord's Day (Sunday) by attending worship services at a church of their choice. Sunday is a day set apart primarily for worship, fellowship, ministry, and rest. While activities such as recreation may be a part of the day, business as usual relative to university programs and services will not be sanctioned or encouraged except where absolutely necessary.
2. Corporate worship, fellowship, and instruction are essential for campus community goals. Therefore, students, faculty, and administrators are expected to attend chapel. Regular attendance is understood as a mature response to these community goals. The attendance policy is not a voluntary one; it is dependent upon individual honor and allows three or fewer absences each term. In addition, members of the community are encouraged to participate in university-related religious activities as well as those of their own church.
3. The community recognizes the danger to one's physical and psychological well-being in the use of certain products. Therefore, members of the community are to refrain from the use of tobacco in any form, alcoholic beverages, hallucinogenic drugs and substances (including marijuana), or narcotics not authorized by a physician. Under no circumstances are the above to be used, possessed, or distributed on or away from campus. Members are expected not to abuse the use of legal substances.
4. Gambling (exchange of money and goods by betting or wagering) is viewed as an unwise use of God-given resources and therefore is not acceptable in any form.
5. Because a significant number of evangelical Christians view social dancing as a morally questionable activity, social dancing is not permitted on or away from campus. However, acceptable forms of expressions in the academic program may include sanctioned folk dance, ethnic games, and the use of choreography in drama, musical productions, and athletic events.
6. Because of our concern for the worth and dignity of persons, each member of the community is expected to be sensitive to special needs existing in our society and on our campus. Therefore, discrimination against others on the basis of race, national origin, sex, or handicap is not acceptable.
7. Any kind of demeaning gesture, threat of violence, or physical attack directed toward another person will not be tolerated. Vandalism of property is also unacceptable.
8. The university urges its members to be selective in their choices of entertainment and recreation. Activities and entertainment that are of questionable value or diminish a person's moral sensitivity should be avoided.
9. The pornography industry exploits people. Further, the use of the industry's products is immoral. Therefore, pornographic materials are not to be used, possessed, or distributed on or away from campus.
10. Consideration for others and standards of good taste are important to Taylor; therefore, all activities should be limited by this principle.
11. Members of the community are subject to the demands of academic integrity such as honesty and giving credit to sources.
12. Compliance with day-to-day policies and procedures of the community is expected from members. These routine items are listed in the *Student Life Handbook*, the *University Catalog*, and the *Taylor University Faculty and Administrative Handbook*.

The intent of this covenant is to identify expectations that assist Taylor University in functioning as a Christian community and in achieving its goals as an institution of higher learning. The statement addresses relationships and behavior; these emphases are paral-

lel and vital to the quality of our experience together. The behavioral portion of the statement includes standards that are important to our community and must be consistently maintained to assure a proper climate for learning. Nevertheless, these standards must be kept in perspective with the biblical responsibilities for relationships and behavior.

The book of Colossians provides an appropriate summary of the goals for our community:

Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. Let the word of Christ dwell in you richly as you teach and admonish one another ... And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God ... (Colossians 3:12-17 NIV).

Students are responsible for implementing the relational and behavioral expectations listed above when the university is in session, when they are part of a university program, or when they are living in university-approved housing.

Because the policies of the university are not intended to infringe upon the government of the home, resident students who are home for vacation or the weekend are assumed to be a part of that family unit and under the direction of their parents. Students who commute from the homes of their parents are expected to abide by these policies except when university regulations conflict with the governance of the home.

Residence Life

Taylor University Fort Wayne places a strong emphasis on community development. The mission of the residence life program is to create an environment which fosters the basic values of Christian community. The residence life program is based on a wellness model which includes the spiritual, intellectual, emotional, physical, social, and vocational dimensions of a student's life. Residence hall facilities at Taylor University Fort Wayne are designed as living-learning centers where students are challenged to learn, grow, and apply their faith. Taylor University Fort Wayne strives to provide a community living experience through which students are exposed to a variety of learning opportunities which go beyond the scope of their classroom experiences. Residence hall directors are professionally trained to help students develop a high degree of self-direction and responsible citizenship. They serve as educators, counselors, and members of the faculty.

Housing

The residence hall facilities are designed to provide a safe and comfortable physical environment for students. Residence halls remain locked 24 hours a day. Residents gain admittance by use of a security card issued to them at the beginning of each academic year.

Housing Deposit

Students who have been admitted to Taylor University Fort Wayne and have paid the \$150 matriculation fee will automatically receive residence hall application materials from the Student Life Department. These



materials must be returned to Student Life before a residence hall assignment can be made. Of the \$150 matriculation fee, \$50 is applied toward a housing deposit and is returned when a student leaves the university or cancels on acceptance. (Please note the refund policy.) Charges for damage to residence hall property and other university-administered facilities are deducted from this housing deposit.

Residence Requirements

All single traditional-age students are required to live in a university residence hall unless they are living in the home of their parents. Exceptions to this policy are considered on a case-by-case basis by the dean of students after a student completes a Request to Move Off Campus form. Only cases of unusual need or a significant age differential are likely to receive approval.

Room Assignments

Room and roommate assignments are made prior to the beginning of fall semester. Assignments are made as residence hall applications are received, so those who return their forms early stand a better chance of being assigned to the hall and roommate of their choice. The university reserves the right to assign space as it deems appropriate.

Hall Regulations

Specific residence hall regulations are listed each year in the *Student Handbook*. The responsibility for determining residence hall regulations rests with the residence hall staff and the Student Life Committee. Changes in regulations will be made from time to time when such changes are considered to be in the best interest of the total university community.

Room Furnishings

Residence hall rooms are furnished with the following: window coverings, beds, mattresses, desks and chairs, dressers and closet space. In some halls, built-in bookcase space is available.

Residents in Schultz Hall and Wiebke House are allowed to build lofts. Approval must be obtained from the residence hall director before construction begins. All structures must meet the constructed room furnishing policy to insure proper fire safety.

Campus Government

Students participate in the affairs of Taylor University Fort Wayne through the Taylor Student Organization (TSO), membership on faculty-student committees, and personal interaction with faculty and administrators. The president of TSO is a member of the Advisory Council for TUFW and serves as the official spokesperson for students.

Spiritual Life and Student Ministries

Taylor University Fort Wayne is committed to the strategic task of helping students to develop a growing intimacy with God—knowing Him and loving Him. Chapel meets every Monday, Wednesday and Friday morning and serves as the nucleus of spiritual life on campus. Attendance at chapel is an expectation of every student. Students are also expected to attend a local church of their choice. Sunday evening vespers are offered on campus for those who do not choose to attend evening services at their local church. Small group Bible studies are a part of each residence hall wing's activities; many students choose to form their own Bible study and prayer groups as well.

Student Ministries offers the student opportunities to become involved in practical ministry. Taylor World Outreach (TWO) is the agency through which most of these opportunities are offered. Students are exposed to world-wide ministry through World Opportunities Week in early November each year. The Practical Missionary Training arm of TWO sponsors short-term mission outreach projects both in the U.S. and abroad. Students also are encouraged to participate in local ministries such as outreach to the county jail and juvenile detention center, nursing homes, social service agencies, and literacy building efforts.

Campus Safety

Taylor University Fort Wayne employs a private security agency which ensures campus safety 24 hours a day. Security guards are on duty every night and make regular patrols through campus during evening and early morning hours. During daytime hours they are on call and available. Additional lighting has been installed in campus parking lots and on walkways. Students are encouraged to use good common sense when out at night and to take advantage of the student volunteer escort service. Taylor University Fort Wayne complies with the Student Right to Know and Campus Security Act of 1990 which requires annual publication of campus crime statistics.

Career Development

The Career Development Office is responsible for assisting students in ascertaining their career interests and broadening their awareness of the numerous opportunities available through a liberal arts education. This office also assists students in securing employment through job postings and computerized listings such as Intercristo. Taylor University Fort Wayne cooperates with other universities and colleges in the Fort Wayne area to provide interview days for seniors in a job fair setting.

Counseling Center

Individual and small group counseling is available

to students on a nonfee basis. Students struggling with stress management, interpersonal relationships, family problems, or any other concern may make appointments to see one of several counselors on campus. Both male and female counselors are available. Students with severe or ongoing psychological problems may be referred to a Christian psychologist or psychiatrist in the Fort Wayne area. These professional services are available at the student's expense.

Health Services

Because of the abundance of health care providers in the surrounding community, Taylor University Fort Wayne provides only limited health services on campus. A registered nurse is on call 24 hours a day and maintains limited hours in the health clinic on class days. Students with serious illnesses or injuries are referred to RediMed. The health clinic is not open during the summer sessions.

Services for Students With Disabilities

Taylor University complies with the federal mandates outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The dean of students coordinates services for students with disabilities, working in conjunction with the director of the Learning Support Center. Reasonable accommodations are made to give students with disabilities an equal opportunity for success. These include providing readers for the visually impaired and allowing alternative modes of testing for students with learning disabilities. Concerns about the university's services for students with disabilities should be directed to the dean of students.

Leadership Development

Taylor University Fort Wayne students gain valuable experience in leadership both through academic course work and practical opportunities. Students who are interested in being resident assistants, PROBE (orientation) leaders, Taylor Student Organization (TSO) officers, or Taylor World Outreach (TWO) leaders first enroll in the leadership course offered the first seven weeks of spring semester. Through selection and election, leaders are chosen to serve the following academic year. They receive additional training and do advance planning during the remainder of the spring semester.

Multicultural Philosophy Statement

We believe in equality of all people as imbedded in biblical teachings and as an integral part of our Christian commitment. We acknowledge that this is affirmed in the Constitution of the United States of America. We believe in an environment in which people can live and work cooperatively, valuing the multiple cultures from which they have come without violating institu-

tional values. We believe in multicultural education as an interdisciplinary effort to prepare graduates who understand, appreciate, and work effectively with those who are different from themselves. We believe in global interdependence, implying the need to graduate individuals capable of functioning as global citizens.

New Student Orientation

The mission of new student orientation at Taylor University Fort Wayne is to provide continuing services to aid new students in their transition to Taylor, to integrate new students into the life of the institution, and to assist in the students' understanding of their own relationship to the intellectual, social, cultural and spiritual climate of Taylor University. The program consists of Welcome Weekend which assists in the initial adjustment to the college environment and a one-hour course known as PROBE.

PROBE consists of a one-hour lecture series and two-hour follow-up small group discussion for the first seven weeks of each semester. Topics such as relationships, time management, study skills, and career decision making are addressed. A special section addressing topics unique to nontraditional students is offered.

Student Activities

The academic year at Taylor University Fort Wayne is complemented by a variety of social functions including professional entertainment by Christian artists, films, banquets, and talent/variety shows. Recreational activities such as bowling, roller skating, and miniature golf are also popular. Entertainment opportunities in the Fort Wayne community which TUFW students enjoy include professional theater, the philharmonic orchestra, and professional ice hockey, basketball, and baseball.

Student Organizations

There is a variety of clubs and organizations on campus for students with specialized interests. Some are related to academic majors, some are social in nature, and some exist for special populations such as multicultural students or married students. Freshman, sophomore, junior, and senior classes also elect officers to plan activities for their constituencies.

Yearbook

Students with writing ability, photographic skills, or artistic skills are invited each year to assist in the production of the campus yearbook, the *Vine*.



ACADEMIC REGULATIONS

Academic policies and regulations are designed by the Educational Policies Committee, approved by the faculty of the university, and administered by the vice president for academic affairs and the registrar. Intended to be rigorous and challenging, these policies and regulations are administered with individualized attention and perceptive concern for the present and future life adjustments of each student.

STUDENT CLASSIFICATION

Students are admitted to Taylor University under the following categories.

Regular Admission: Students may apply to Taylor University after they have completed their junior year. Taylor requires a SAT I or ACT score, high school transcript, guidance counselor recommendation, pastor/youth pastor recommendation, and a personal testimony. Taylor will notify an applicant by February 15 of an admission decision.

Honors Status: This classification is designed for the academically gifted. Any incoming freshman awarded this status must have a 3.2 high school grade point average, rank in the top 15% of the student's graduating class, and have a combined SAT I score of 1150 or more. (ACT equivalent scores are accepted.)

Guest Status: This classification encompasses the following:

1. Those who desire to take one or two courses at Taylor for the specific purpose of transferring the credit earned to another institution.
 2. Those high school students who wish to take college courses and apply these hours to credits-in-escrow.
 3. Those students who attend one of the Christian College Consortium schools and desire to complement their preparation with course work at Taylor.
 4. Those individuals who wish to take one or two courses solely for the purpose of self-improvement.
- No more than 24 hours may be earned while holding guest status. Transfer credit will not be accepted while the student holds guest status.

RAP Status: Each year a few students are admitted under RAP status. The one-semester Right Approach Program has provided a bridge to assist certain selected students in the transition to college-level academic rigor. The prescribed schedule for students with this classification includes Freshman Seminar, New Student Orientation, Fitness for Life, an English class appropriate to proficiency level, another general education class, and Applied Learning Techniques. Students with RAP status may participate in intercollegiate sports.

GRADING SYSTEM

Explanation of Grades and Quality Points

Grade points are assigned for each hour of credit earned according to the following system:

Grade	QP	Meaning
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Acceptable
C-	1.7	
D+	1.3	
D	1.0	Passing
D-	0.7	Minimal
F	0	Failure
P	0	Pass
CR	0	Credit
W	0	Withdrawal from course
WP	0	Withdrawal passing
WF	0	Withdrawal failing
INC	0	Incomplete
NR	0	Grade not reported
NC	0	No credit
AUD	0	Audit Passing

The unit of credit is the semester hour. Grade point average results from dividing quality points by GPA hours. Credit hours earned and carrying no quality point value do not appear in hours attempted since they are excluded from the grade point average. They are included in hours completed and total hours.

The following table describes the minimum grade point averages required to be considered in acceptable academic standing.

Classification	Cumulative Hrs	Required GPA
Freshman	00-12	1.6
	13-30	1.7
	31-44	1.8
Sophomore	45-60	1.9
	61-94	2.0
Junior	95+	2.0
Senior		
Unclassified	Based on hours as above	

Probation

A student who falls below these minimum required grade point averages will be placed on academic probation and will enter a special advisement program with the director of the Learning Support Center, an academic advisor, and the Registrar's Office.

The grade point average of each student is examined twice annually to determine whether action needs to be taken with respect to probationary status. The first such examination takes place after fall semester for sophomores, juniors, and seniors and after interterm for first-time freshmen. At the end of the spring semester, all grade point averages are examined for the same purpose.

If the student is on academic probation, financial aid continues for one semester and is then dropped if the student remains on probation.

No student will be eligible to hold an official leadership position or participate in intercollegiate athletics until returning to acceptable academic standing.

Failure after one semester to reach the minimum requirements may result in suspension from the university unless during the most recent semester a 2.3 grade point average is earned. First time suspension is for one semester, and second time suspension is for one year after which time the student may apply for readmission.

No academically suspended student may take courses through the Taylor University Institute of Correspondence Studies.

ACADEMIC LOAD

Academic Schedules

Registration for 12 or more hours during fall or spring semester constitutes full-time standing. A normal academic load is 15 to 16 hours per term. Students with at least a 2.0 grade point average may take 17 hours. A 3.0 grade point average is necessary to carry 18 hours, 3.3 for 19 hours, and 3.6 for 20 hours. Freshmen are not permitted to carry more than the normal load except in the case of students participating in musical ensembles.

Registration for 3 or more hours during interterm constitutes full-time standing. A normal academic load is 4 hours; a 3.0 grade point average is necessary to carry 5 hours, and a 3.6 is necessary for 6 hours.

Registration for 3 or more hours during summer sessions constitutes full-time standing. A normal academic load during the first session is 3 to 4 hours; a 3.0 grade point average is necessary to carry 5 hours; a 3.6 average is necessary for 6 hours. A normal academic load during the second session is 3 to 6 hours; a 3.0 grade point average is necessary to carry 7 hours; a 3.6 average is necessary for 8 hours.

Incomplete and NR Grades

An incomplete grade (INC) or a grade not yet reported (NR) may be used when a student is unable to complete work by the end of the term due to circumstances beyond control (INC) or due to the design of the course (NR). Such grade reporting must be authorized by the vice president for the Fort Wayne campus or his/her designee. The grade should be reported to the Registrar's Office as soon as the work is completed but not later than the last day of classes (the week before evaluation week) of the following full (fall or spring) term. If the grade is not reported to the Registrar's Office by that last day of classes, it is recorded as an F.

Grade Changes

All requests for change of grade (except from an INC or NR) must be approved by the vice president for the Fort Wayne campus or his/her designee. Such a change is permitted only before the end of the next term the student is in attendance after the original grade was awarded or by the due date on the INC or NR request.

Dean's List

Full-time students are named to the *Dean's List* when they have earned a 3.6 or better GPA for the term and when at least one-half of their hours carry credit point values.

Pass-Fail Courses

Students may register for a course on a pass-fail basis subject to the following limitations:

1. This option is open only to second-term sophomores or above with at least a 2.3 GPA, the exception being the practicum which is open to all qualified students.
2. No course in the major or minor field (except the practicum) and no general education course may be taken pass-fail until all requirements in those areas are met.
3. No course needed for teacher certification may be taken pass-fail.
4. The choice to take a class pass-fail must be declared by the end of the first week of classes.
5. Pass-fail courses do not affect the GPA if passed but do affect the GPA if failed.

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6. Pass-fail courses are limited to one course per term and a total of 13 term hours including the practicum if this is taken pass-fail. Courses available only on a pass-fail basis are not included in this total.

Midterm Reports

At the midpoint of each term the registrar sends a progress report to students whose level of work at that time is below C-. A copy of this report is also sent to each student's parents. These grades are not recorded on the student's record in any way.

Final Grade Reports

Final grade reports are sent to students and their parents at the end of each term.

Repeated Courses

A student may repeat any course at Taylor University. All attempts in a course will be reflected on the student's transcript, and the cumulative GPA will reflect the most recent grade in the repeated course. Duplicate credit hours are not given when repeating a course.

Academic Exceptions

Students requesting exceptions to approved academic policy must submit a petition to the vice president for academic affairs. Petition forms are available in the Registrar's Office. The student's advisor and the Registrar's Office must approve the petition before it is submitted.

Intercollegiate Athletics

For participation in intercollegiate athletics, a student must meet the requirements described above as well as those of the National Christian College Athletic Association. Details may be obtained from the director of athletics.

A student athlete who drops below the 12 hour course load minimum required to maintain eligibility immediately becomes ineligible to participate in intercollegiate athletics.

REGISTRATION AND ADVISEMENT

Advisors are provided to assist students in planning their academic programs. They are not authorized to change established policy of the university. The student is solely responsible for assuring that his/her academic program complies with the policies of the university. Any advice which is at variance with established policy must be confirmed by the Registrar's Office.

Advance registration provides an opportunity for both new and returning students to register in advance

for courses and pay fees either in person or by mail before the opening of each term. Students who do not register in advance may lose their position during times of large enrollment. Students who have not registered by the end of the registration period must be reinstated through the Registrar's Office.

Changes of registration begin in the Registrar's Office and require the approval of the advisor and the Registrar's Office. Courses may be added during the first week of classes. Courses dropped during the second and third weeks of the term will appear on the student's transcript with a W. Any course dropped after this period and up to one week after midterm will receive either a WP or a WF. When a course is dropped later than one week beyond midterm, the grade automatically is WF. The effect of WF on the GPA is the same as that of a full-term failing grade.

Audit registration can occur only through the first week of classes. Courses taken for audit receive no credit or grade. Students must attend at least half of the class meetings as verified by the professor for the courses to appear on the transcript. Students requesting a course for credit (a grade or pass-fail) will be given priority in registering for a course.

DEGREE REQUIREMENTS

Taylor University Fort Wayne awards two bachelors' degrees and the associate of arts degree. The university reserves the right to withdraw a degree if it subsequently determines that degree requirements were not met appropriately. The bachelor of arts degree is a liberal arts degree available from any major program to students who fulfill the general education and language requirements specified below; the bachelor of science degree is awarded for the completion of the general education requirements listed below and the major and curriculum requirements identified elsewhere in the curricular programs. Every baccalaureate degree candidate must complete the degree requirements for general education, the requirements in the appropriate major field of study as listed with each department, and the applicable comprehensive examinations. Only one degree will be awarded for the same major. The associate degree will be awarded to students who complete the related courses of study as outlined in the catalog. In the event of curricular changes, students may elect to meet the graduation requirements which were in effect at the time they entered Taylor University provided they complete their work within seven years. Otherwise, they must meet current graduation requirements.

A degree candidate must spend at least the senior year in residence at Taylor University. The only ex-

ceptions to this rule are permission by petition or advance permission granted by the Educational Policies Committee.

A minimum of 128 semester hours is required for graduation. Candidates for two degrees must complete a minimum of 158 semester hours and meet requirements for two different majors. A minimum grade of D- is required for fulfillment of all hours not required in the major or minor, and no student may graduate with an overall grade point average below C (2.0). Higher averages are required in certain curricula.

In the major field a student must earn a 2.3 grade point average. Students must earn at least a C- in each required major course; otherwise the course must be repeated. No course taken pass/fail may be included in the major. One-half of the hours in the major field must have been earned at Taylor University.

In the minor field a student must earn a 2.3 grade point average. No course earning a grade below C- may be counted toward the required number of hours for a minor. No course taken pass/fail may be included in the minor. One-half of the hours in the minor field must have been earned at Taylor University.

A minimum of 42 semester hours of upper-division (3XX-4XX level) courses must be satisfactorily completed to meet graduation requirements.

All associate degree programs must include a minimum of 64 hours for graduation with a minimum overall GPA of 2.0. Any additional grade point requirements will be specified in the individual program. Graduates

of any associate degree program must have spent the last two semesters in the program in residence at Taylor University and must have met the English and mathematics proficiency requirements. An associate's degree must be completed and awarded at least one calendar year before a bachelor's degree from the same department is awarded.

General Education Requirements

All students at Taylor University share certain common educational requirements. The central purpose of those requirements is to develop an integrated Christian world view. Representing nearly half of each baccalaureate program, general education provides bases for learning, breadth of intellectual experiences, and coherent understanding. It supports preparation for the world of work and enhances the study of the student's major. The faculty of Taylor University affirms that general education is intended to develop students who evidence the following values, knowledge, and skills and who can apply them creatively to all of life:

1. To recognize that all truth is God's truth and that the Christian faith should permeate all learning
2. To foster biblical understanding with emphasis on knowledge of God in creation, redemption, and personal relationship
3. To integrate faith and learning into a consistent Christian life of worship, service, stewardship, and world outreach



4. To communicate the intellectual and experiential dimensions of the Christian faith
5. To write and speak effectively and appropriately
6. To achieve scientific, mathematical, and computer literacy
7. To acquire skills and attitudes for physical fitness and use of leisure time
8. To gain discerning enjoyment of the fine arts and contemporary culture
9. To develop self-discipline, emotional stability, and effective health practices
10. To accept the responsibility of a Christian within the family and society
11. To evidence enlightened acceptance of responsibilities within a culturally pluralistic world
12. To desire learning and intellectual challenges
13. To identify, develop, and use effectively one's learning skills and personal learning styles
14. To think critically in the acquisition of knowledge and in assessing the validity and relationship of ideas
15. To attain breadth in the liberal arts growing from historical perspectives, a knowledge base of the academic disciplines, and exposure to great ideas

English Proficiency

Students who demonstrate the ability to organize and develop ideas accurately as tested on the Taylor English placement exam should enter ENG 110. Those students who do not show an acceptable level on the English tests must take ENG 100 first. Students completing ENG 100 with a C grade or above will then be granted permission to enter ENG 110. Not meeting the C or above standard will require either repetition of ENG 100 or an individualized developmental program administered by the Proficiency Committee.

A student transferring in comparable Expository Writing credit but not showing an acceptable level of proficiency on the entrance tests will remedy the deficiency under the direction of the Proficiency Committee. A student transferring in comparable Expository Writing credit and showing an acceptable level of proficiency on the entrance tests will be exempted from ENG 110.

Mathematics Proficiency

Students who demonstrate a proficiency in mathematics by scoring an acceptable level on the examination given during orientation will have met the general education math proficiency requirement. Students scoring below the acceptable level will be required to take either MAT 100 or IAS 180 Math. Retaking the examination is a component of either class and necessary for a passing grade.

A student transferring to Taylor University a comparable college math credit, or scoring 500 or higher

on SAT Math, will be considered to have met the general education math proficiency.

Language Requirement

Candidates for the bachelor of arts degree must demonstrate the equivalent of two years of a foreign language for graduation. Those students who enter with a year or more of high school foreign language study must take the Modern Language Association proficiency tests before continuing in that language. Students will then be placed in language classes at the level indicated by these tests. Those who place beyond the intermediate level of the language will be considered to have fulfilled the language requirement and may be eligible to receive six hours credit by further testing. Students placing into 202 may receive credit for 201 if the grade earned in 202 is a C or higher. Students of a language other than those offered at Taylor University may choose to meet the language requirement by demonstrating proficiency equivalent to two years of college study of that language. The bachelor of science degree substitutes extensive specific career-related course replacements for the bachelor of arts language requirements.

Comprehensive Examinations

A candidate for a bachelor's degree must pass a comprehensive examination in the major field of study. This examination is given during the senior year. A student is allowed a maximum of three attempts to pass the comprehensive examination in any single major. If a student intends to graduate with more than one major, a comprehensive examination is required for each. The examinations are to be marked superior, pass, or fail.

Graduation Information

A student may complete requirements for graduation in January, May, August, or December. Commencement ceremonies are held only at the end of the spring term, at which time formal announcement of graduation is made. Any student who presents a plan for completion of the degree within the calendar year may be permitted to participate in the May baccalaureate and commencement ceremony subject to approval by the Registrar Office.

Candidates for graduation must fill out an Application for Graduation. This form is available when registering for the fall semester one year prior to participating in commencement. This form starts the process of credit evaluation to determine when graduation requirements will be met. Prior to their senior year, students should check the schedule of classes and registration procedures to determine the deadlines for submitting the Application for Graduation.

Attendance at graduation exercises is required. Petitions for the *in absentia* granting of degrees should be directed to the Registrar's Office.

Taylor University

General Education Requirements

Usually taken Freshman Year:

		Minimum Hours
Freshman Seminar	IAS 110	3 hours
New Student Orientation	IAS 101	1 hour
Expository Writing	ENG 110	4 hours
Communications	CAS 110, 120, 201	2 hours
Fitness for Life	HPR 100	1 hour
Biblical Literature 1	BIB 110	3 hours
Computer Literacy	COS 104 or 106	2 hours

(plus a 1 hr departmental computer applications component)

Usually taken Sophomore & Junior Years:

Biblical Literature II	BIB 210	3 hours
Historic Christian Belief	REL 313	3 hours
Literature		3 hours
Science	Life Science—Lab BIO 100 ENS 200	
Must select at least 1 lab course	Physical Science—Lab PHY 120, 121	8 hours
Must be from 2 of 3 areas	Earth Science GEO 210	total
Physical Education Skills	HPR 200	1 hour
History	HPR 200	1 hour
Social Science	HIS XXX	3 hours
	CRJ 100, ECO XXX, GEO 210	3 hours
	(GEO 210 may not meet both science and social science requirements)	
	POS 100, SOC XXX	
Humanities	HUM 230	4 hours
Participation in the Arts	HUM 250	1 hour
Cross-Cultural Course	CC	3 hours

Usually taken Senior Year:

Senior Seminar	IAS 493	4 hours
Contemporary Christian Belief	PHI 413	3 hours

Other Requirements:

2 courses with a writing component-WR 2 courses with a speaking component-SP

Courses approved for CC, WR, or SP credit are designated on the semester schedule of classes provided to students prior to enrollment.

No single general education course may meet two of these requirements (except WR and SP).

Graduation Honors

In recognition of superior scholarship, the university awards three levels of honors at graduation: *cum laude*, *magna cum laude*, and *summa cum laude*. *Cum laude* is awarded those students with a GPA of at least 3.5. *Magna cum laude* is awarded those students with a GPA of 3.7. *Summa cum laude* is awarded those students with a GPA of 3.9.

Graduation honors for transfer students are awarded under the following conditions:

1. The last 30 hours of graded courses must be Taylor University hours.
2. Graduation honors will be computed on Taylor University work only.
3. A student must complete at least 48 hours at Taylor University to be considered for graduation honors.

GENERAL ACADEMIC INFORMATION

Chapel Attendance

All students are expected to attend chapel and convocation services which meet Monday, Wednesday, and Friday each week.

Academic Grievance Procedure

To assure an open atmosphere in academic endeavors, procedures have been established to provide fair process of any academic complaint registered by a stu-

dent. Students who feel that unfair treatment may be occurring in their academic experience should consult the *Student Life Handbook*. A detailed description of the informal and formal grievance procedures may be obtained from the Registrar's Office.

Class Attendance

Students are expected to attend all sessions of classes for which they are registered. Any necessary deviations from this expectation must be reported by the student to the professor of the class to be missed. Excused absences (with permission to make up work) will only be granted in the cases of

1. Admittance to a hospital
2. Serious emotional illness (verified by dean of students)
3. Group absence for approved academic events (Students must make alternate arrangements with the professors whose class(es) they will miss.)
4. Death of a family member or hospitalization of an immediate family member
5. Very unusual circumstances as evaluated by the professor

Unexcused absences, "cuts", without permission to make up work, must not exceed one per credit hour of the course. Penalty for excessive cuts will be communicated in each course syllabus. Cuts should be used for travel difficulties, bad weather, conflicting schedules, oversleeping, minor sickness, doctor or dentist appointments, and job interviews.



Academic Dishonesty

Academic dishonesty constitutes a serious violation of scholarship standards at Taylor that can result in substantial penalties, including denial of credit in a course as well as dismissal from the university. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes—but is not limited to—cheating on assignments or exams, plagiarizing (misrepresenting another's work as one's own original creation), submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer concept or program. All acts of academic dishonesty are reported to the vice president for the Fort Wayne campus. (The university statement on plagiarism is available from that office.)

Stop-Out Policy

The stop-out policy describes a process which allows students to interrupt their time at Taylor University and return with little paperwork and maximum continuity. Procedure:

1. The student must apply for stop-out in the Registrar's Office at the time when registration for that semester would have occurred.

2. The student must submit the advance payment on the usual due date.
3. The student must indicate projected return term. (One calendar year is normally the maximum time permitted.)
4. No student on probation or who has been academically suspended may apply for stop-out.

A student who is stopped out will be able to

1. Register for the semester in which he/she is returning with his/her class.
2. Work closely with the director of housing to arrange for satisfactory housing.
3. When returning, utilize eligible financial aid if it had previously been awarded (or reapply, depending on the semester).

Transcript of Academic Record

A transcript of the student's academic record includes a list of all courses attempted at Taylor, grades and quality points earned, and credit received.

No transcript will be issued unless all bills to Taylor University have been paid or are current according to an agreement with the Office of Business Affairs.

Transcript requests must be made in writing. Two weeks should be allowed after the close of a term for the issuance of an up-to-date transcript.

Transfer Policy

To receive credit for the work done at other accredited



ited institutions, students need to request that transcripts be sent directly to the Admissions Office, Taylor University. These transcripts are forwarded to the Registrar's Office, and an evaluation of transfer credit will be sent to the student after materials are received in the Registrar's Office. These criteria are followed:

1. Only course work with a grade of C- or better will be accepted. Pass/fail and credit/no credit courses do not transfer. (The grades do not transfer. Taylor grade point average is computed on work at Taylor University only.)
2. A maximum of 66 hours of credit may be transferred from an accredited two-year college. These courses will not be given upper-division credit.
3. Students are permitted to count toward their degrees no more than 12 hours of correspondence or independent study credit, and the total maximum of correspondence and independent study is 16 hours.
4. One-half of the major hours (and minor hours, if applicable) must be completed at Taylor University.
5. Courses that have been taken more than eight years prior to transferring to Taylor University are subject to departmental approval for transfer if they are to be used to meet any general education, major, or minor requirement.
6. Accepting courses for transfer and applying them toward degree requirements are separate considerations. Courses which transfer as elective credits may not be applicable to specific requirements. Students may be requested to supply specific course information for a department in order to establish equivalence.
7. Courses that apply toward teacher certification must be approved by the director of teacher certification.
8. CLEP credit recorded by a specific course on an official transcript will be acceptable if the grade achieved meets Taylor standards for CLEP credit.
9. The last 30 hours of course work must be completed at Taylor University.
10. Graduation honors will be computed on Taylor University work only. A student must complete at least 48 hours at Taylor University to be considered for graduation honors.
11. Exceptions to these policies are made only by academic petition available in the Registrar's Office.

Practicum Courses

Most major programs offer a practicum, a course which involves both a significant applied experience and a meaningful supporting component (e.g., reading, interaction with professor) to provide background information and interpretive skills relative to the experience. Students generally arrange their own practicum



assignment with guidance from and the approval of the supervising professor. Registration for a practicum takes place *before* the term in which the practicum credit is to be given in the same way as registration for any course through the Registrar's Office. Many students report that the practicum gives them experience and an opportunity to make contacts that are invaluable in their job search following graduation. For further information, consult the practicum course description.

Individual Goal-Oriented Major

The individualized, goal-oriented major program recognizes that departmental majors may not meet the unique needs of some students who attend Taylor University. This major allows a student (with faculty guidance) to design from existing courses a program of study which is valid academically and meets personal and/or professional goals.

It is expected that the major will be thoughtfully and carefully designed. Therefore a student should have some college experience before applying for a goal-oriented major and should not begin the application process until the sophomore year or thereafter. The student should also seek advice from at least two faculty advisors from different departments that most closely fit the needs of the goal-oriented major. Examination of relevant literature or consultation with an individual within the field of the student's interest is also a prerequisite. Finally, the student should make an appointment to discuss plans with the chair of the individual goal-oriented major subcommittee. This subcommittee will make final approval of the application.

A minimum grade point average of 3.0 is required to be admitted into the program. As with all majors a minimum of 128 cumulative hours is necessary for graduation, but at least 60 of these hours must be completed after the approval of the application. An application form providing further details may be obtained from the Registrar's office.



COURSES OF INSTRUCTION

Taylor University Fort Wayne offers programs leading to the bachelor of arts, bachelor of science, and the associate of arts degree. Each student selects a major (or possibly two majors) and meets the requirements for the chosen course of study. In addition, every student meets general requirements (see General Education) and may select from electives to complete his or her studies. A foreign language is required of students pursuing the bachelor of arts degree.

ACADEMIC PROGRAMS

ASSOCIATE OF ARTS MAJORS

- Business Administration
- Criminal Justice
- Early Childhood Education
- Liberal Arts

BACCALAUREATE MAJORS

- Business Administration
- Christian Ministries
 - Christian Education
 - Cross Cultural
 - Music
 - Pastoral
 - Urban
 - Youth
- Criminal Justice
- Elementary Education
- Individual Goal Oriented
- Psychology
- Public Relations

BACCALAUREATE MINORS

- Biblical Literature
- Christian Education
- Communication Studies
- Criminal Justice
- English
- Human Resource Management
- Music Ministries
- Psychology
- Public Relations
- Sociology

BACCALAUREATE TEACHING MAJOR

- Elementary Education

COURSE INFORMATION

The text which follows provides the details of the courses of study. Listed alphabetically by department, the material includes faculty names and course descriptions. Course descriptions identify the content, the level of difficulty of the course, and any prerequisites which

apply. In some instances, the anticipated scheduling of the course by semester is identified. Where scheduling is not identified, students may confer with department faculty.

Taylor University reserves the right to withdraw a course or to limit its enrollment when for any reason it becomes impractical to offer it as previously scheduled.

COURSE NUMBERS AND LEVELS

Course numbers indicate, in general terms, the level of difficulty of a course and the preferred enrollment level of students. Those numbered from 100-199 are primarily for freshmen, from 200-299 for sophomores, from 300-399 for juniors, and from 400-499 for seniors. The prefix indicates the offering department or academic unit.

A tutorial course is a classroom based, individualized instruction scheduled to meet on campus at a time which is mutually convenient for the student and the professor. Any course listed in the current catalog may be taught as a tutorial course with the consent of the supervising professor and approval of the department chair and advisor.

NUMBERS USED BY ALL DEPARTMENTS

The following courses are offered in several departments, with descriptions for these courses the same for all departments. Descriptions are provided here, but these courses carry department prefixes. Consent of the supervising professor and approval of the department chair and advisor are required for selected topics, independent studies, practicums, directed research, and honors.

No student who is on academic probation may register for an independent study unless repeating a course. Students are permitted to count toward their degrees no more than 12 hours of correspondence or independent study credit, and the accepted total maximum of correspondence and independent study is 16 hours.

283 **1-4 hours**
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. Does not count toward the departmental major and does not meet general education requirements.

293 **1-4 hours**
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. May count toward the department major but does not meet general education requirements.

170, 370 **1-4 hours**
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. May count toward the departmental major and meets general education requirements.

360 **1-4 hours**
Independent Study
An individualized, directed study involving a specified topic. The course is taken without classroom instruction. The student is required to meet with the professor to plan a schedule of reading and study. The assignments and tests are scheduled by appointment or by special arrangement. No student who is on academic probation may register for an independent study unless repeating a course. No student may complete more than 12 hours of independent study. Total maximum of independent study and correspondence is 16 hours.

393 **1-4 hours**
Practicum
Supervised learning involving a first-hand field experience or a project. It is offered primarily during interterm and summer. The student must be registered through the Registrar's Office *prior* to the experience. The cost of a practicum is the same as for a regular course and is based on the number of credit hours.

450 **1-4 hours**
Directed Research
Investigative learning involving closely-directed research and the use of such facilities as the library or laboratory.

480 **1-4 hours**
Seminar
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

490 **1-2 hours**
Honors
Individualized study or research of an advanced topic within a student's major. It is open to students with at least a B average in the major field.

493 **4 hours**
Senior Seminar
A senior-level course designed to provide an overview and integration of the major field with reference to its relationship to the Christian faith. It is offered interterm. Senior Seminar is described more fully on page 64.

ACCOUNTING

See Business, Accounting and Economics.

ANCIENT LANGUAGE

See Christian Ministries.

ART

ART 300 **3 hours**
Art for Teachers
Opportunities for the development of skills and experiences appropriate for use in the early childhood and elementary school programs. Easily available materials are utilized in art activities.

BIBLICAL STUDIES

See Christian Ministries.

BIOLOGY

BIO 100 **5 hours**
General Biology
Concepts and principles of biology are studied to provide basic knowledge that assists the student to meet the obligations of an informed citizen. Four hours lecture and two hours laboratory per week. *Fulfills general education lab science requirement.*

BUSINESS, ACCOUNTING, AND ECONOMICS

The mission of the Business, Accounting and Economics Department is to prepare well-rounded, ethical, competent Christians for a variety of careers in the competitive world of business and industry, service organizations, and government, and/or entrance to graduate studies.

As a segment of Taylor's whole person educational program, the department offers opportunities to earn a BA degree in business administration. An associate degree in business is also offered, as is a minor in human resource management.

All business, accounting, and economics courses combine theory, principles, techniques, and practical applications to enhance graduates' employment opportunities or serve as a solid groundwork for graduate studies. Relevance to current, real-world situations is emphasized, and, toward that end, students are asked to subscribe to *The Wall Street Journal* during their sophomore, junior, and senior years. Field trips and expert guest lecturers are used as appropriate. Development of communication skills, both written and oral, is emphasized. Much attention is also given to problem solving, quantitative analysis, ethics, human relations, team building, international business issues, and coping with change.

The Business, Accounting and Economics Department is a member of the American Assembly of Collegiate Schools of Business (AACSB).

Business Administration Major

The BA degree with a major in business administration consists of 45 hours of accounting, business, and economics courses. A core of the following eight courses is required: ACC 241 and 242; BUA 231, 311, 352, and 361; ECO 211 and 212. In addition to the core, 15 hours of upper level electives are required. These are selected by the student and faculty advisor in order to best support the student's objectives. At least one 300 ECO course must be included. Also, at least one course with a designated quantitative analysis content must be included among the electives. A final capstone course, IAS 493 (Senior Seminar), is required. The following cognate subjects, outside of the business, accounting and economics areas, are also required of candidates for the BA degree: MAT 110 (or a higher level math), SYS 300, and NAS 240.

Graduation requirements in the BA major include passing all core courses with grades of C- or better. Additionally, a grade of C- or better must be achieved as a condition for taking subsequent or sequential courses for which the core courses are a prerequisite. A passing grade must also be achieved on a senior comprehensive examination.

Human Resources Management Minor

A minor in human resource management (HRM) is available to any Taylor University Fort Wayne student majoring in disciplines other than business. This minor provides a basic knowledge in the field of human

resource management. The HRM minor requires completion of 21 credit hours as follows: BUA 311, 352, 362, 442, and 370 (Organizational Behavior/Development); PSY 140; and CAS 201.

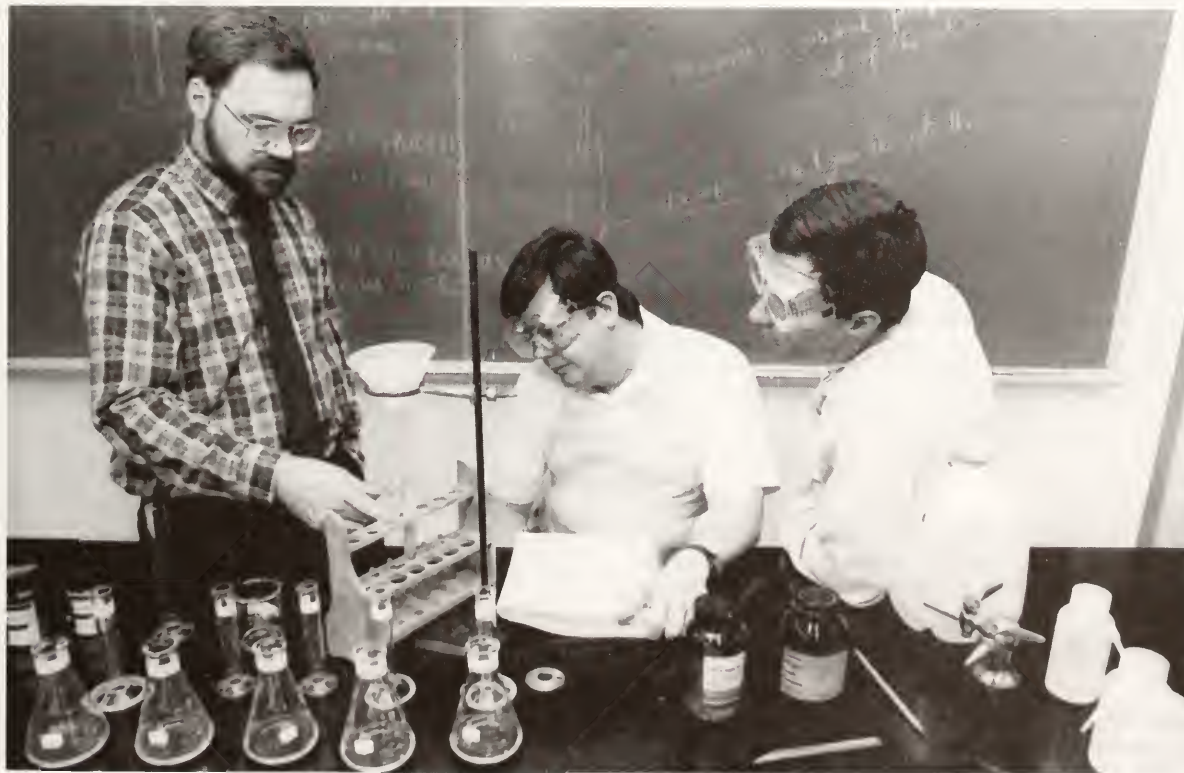
(Courses designated by 170 and 370 numbers are in a developmental stage at the time of this catalog printing.)

Associate of Arts in Business Administration

An associate of arts degree in business administration is offered for students who want post-secondary training in business administration to prepare themselves for entry level positions in business. This program also allows students to proceed to a bachelor's degree in business administration in a normal sequence. Specific requirements are as follows: ENG 110, MAT 110, BIB 110, IAS 101, IAS 110, HPR 100, BIB 210, BUA 231, SYS 118, NAS 240, ECO 211, ACC 241, BUA 352, HUM 230 or a literature course, ECO 212, ACC 242, BUA 311, COS 104 or 106, HPR 200, a communications course, a science course, and enough hours of electives to total at least 64 credit hours.

Cooperative Education Program

Cooperative education alternates periods of full-time study at a university with periods of full-time work at an employment site. This professional-level program, now offered by Taylor University Fort Wayne, allows students to gain experience in their chosen field of



study, thus better preparing them for employment upon graduation. While at an employment site, students earn a competitive wage which may help finance a portion of their educational expenses. Academic credit is granted during work periods, and the experience is monitored by the university and the employer. Students must complete their sophomore year and maintain a B average to qualify for the co-op program. Interested students should contact the co-op program director during their freshman year.

Accounting

ACC 241 3 hours Accounting Principles I

An introduction to the language of business. Financial transactions are analyzed, recorded, summarized, and reported in a meaningful manner to management. Also studied are basic financial statements and the various accounting and internal control procedures for recording and protecting assets. *Offered fall semesters.*

ACC 242 3 hours Accounting Principles II

A continuation of Accounting 241. Accounting problems and procedures pertaining to partnerships and corporations are studied. Also studied are various accounting procedures and reports used by management in acquiring fixed assets, budgeting and controlling manufacturing and departmental operations, reporting financial conditions, and analyzing the results of operations. *Prerequisite: ACC 241. Offered spring semesters.*

Business Administration

BUA 170 3 hours Selected Topics: Business in Action

An introduction to business intended for nonbusiness majors. Does not satisfy requirements of the business administration major, the human resources minor, or the associate of arts degree program. (This course is presently in developmental status.)

BUA 231 3 hours Principles of Marketing

A study of the many facets involved in the field of marketing. Emphasis is given to both the modern marketing system in today's international economy and to the marketing strategies of an organization. Topics include types of markets, market segmentation methods, research methods, product and service strategies, product planning, new product development, distribution channels, sales, advertising, and pricing. Special emphasis is given to applications in international service and non-profit disciplines. *Offered fall semesters.*

BUA 311 3 hours Business Law

An overview and summary of the basic business law topics that the majority of students will encounter in their business careers and personal lives. Topics include contracts, agencies, personal property, torts, bailments, real property, leases, estates, trusts, and insurance. *Junior status preferred. Offered spring semesters.*

BUA 312 3 hours Professional Selling

A study of the discipline of the sales professional including both

sales strategies and sales management. Primary emphasis is given to business and industry sales applications. Topics include sales training, sales preparation, prospecting methods, types of presentations, handling buyer questions, closing methods, postsales service, and sales management. Course applications include the development and presentation of actual sales demonstrations in class. *Prerequisite: BUA 231. Offered alternate fall semesters.*

BUA 352 3 hours Principles of Management

A course designed to acquaint students thoroughly with the theories, principles, and practical applications of management (planning, organizing, staffing, leading, and controlling). Most principles are universally applicable to all types of business and other organizations. Relevance of course material to current, real-life situations is emphasized. *Junior status preferred. Offered spring semesters.*

BUA 360 1-4 hours Independent Study

BUA 361 3 hours Corporate Finance

A study of methods used in the evaluation of financing and investment alternatives and funds management. The course integrates basic accounting with financial analytical techniques. Areas of emphasis include sources of financing, cash flow analysis, working capital management, capital budgeting, net present value, cost of capital and long-term debt, and capital structures. *Prerequisites: ACC 241, 242. Offered fall semesters.*

BUA 362 3 hours Human Resources Management

A study of the role and functions of the personnel department of an organization, with an up-to-date examination of the principles, policies, and problems of modern human resources management. Topics include employee relations, job analysis, compensation structures, recruitment practices, training/promotion/transfer/release, performance evaluation, discipline, and management-union relationships. *Prerequisite: BUA 352. Offered spring semesters.*

BUA 370 1-4 hours Selected Topics

BUA 375 3 hours International Business

An in-depth examination of business practices in other countries, leading to a better understanding of intercultural relationships with trading partners, investors, and host countries. *Prerequisite: BUA 231. Offered alternate spring semesters.*

BUA 393 4 hours Practicum

Prerequisites: Lower division business core requirements and BUA 352.

BUA 420 3 hours Production and Operations Management

A study of operations management related to production of goods and services. Topics include product design, capital investment, facilities and equipment, maintenance, work methods and measurement, safety and health, production planning and control,

materials management, project management, and quality assurance. Current issues such as energy, ecology, productivity and total quality management are discussed. Basic quantitative methods are introduced. *Prerequisite: BUA 352. Offered alternate fall semesters.*

BUA 442

3 hours

Business Ethics

A course designed to analyze the ethical dilemmas described in case studies of managers in private and corporate businesses. Studies include philosophical foundations for Christian ethical model applications and the development of ethical dilemma resolution. Issues are realistic and relevant. Junior status preferred. *Offered spring semesters.*

IAS 493

4 hours

Senior Seminar

A course designed to integrate classroom theories with actual applications and to prepare students for meaningful employment. A full week is spent touring ten varied business organizations. *Usually offered on the Upland campus during inter-term.*

Economics

ECO 211

4 hours

Principles of Macroeconomics

An introduction to economics emphasizing how the U.S. economy works. Topics studied include opportunity costs, supply and demand, inflation and unemployment, fiscal and monetary policies, and international trade and finance. *Offered fall semesters.*

ECO 212

4 hours

Principles of Microeconomics

A continuation of the introduction to economics started in ECO

211 emphasizing decision making by individual producers and consumers. Consequences of such decisions for efficiency of resource use and income distribution in a capitalistic economy are studied. *Prerequisite: ECO 211. Offered spring semesters.*

ECO 370

1-4 hours

Selected Topics: Labor Economics

A study of the impact of labor costs, including benefits, on pricing and the competitive positions of organizations throughout the world. Viewpoints of workers, families, and unions are also discussed. *Prerequisite: ECO 212. Offered spring semesters. (Course is presently in developmental status.)*

CHRISTIAN EDUCATION

See Christian Ministries.

CHRISTIAN MINISTRIES

Biblical and theological studies constitute a foundational part of a Christian liberal arts education. The Christian faith is considered to be worthy of study in itself as well as relevant to all areas of human knowledge. For that reason Taylor University includes within its prescribed general education curriculum, four courses which introduce the student to biblical studies in both the Old and New Testaments and to both historic and contemporary Christian belief. In carrying out this function, the Department of Christian Ministries also offers elective courses for students pursuing majors in other fields.



Besides its service to the students within the liberal arts curriculum, the department offers a distinct Christian ministries major with a choice of six specialized concentrations. The major consists of a core curriculum of 17 hours and 28-34 hour program concentrations in Christian education, cross cultural ministries, music ministries, pastoral ministries, urban ministries, and youth ministries. Students may earn the bachelor of arts or the bachelor of science degree, depending on which concentration they pursue.

The 17 hour core curriculum required for all concentrations includes BIB 272, 462; CED 100, PHI 262; one course from PMI 122, REL 311, or BIB 330 (youth ministries students select from REL 311 or BIB 330); and the section of 393 in one's concentration.

Bachelor of Arts in Christian Ministries

The BA degree is granted to Christian ministries students who complete the 17 hour core, meet the language requirement, and the prescribed course of study in one of the following ministry concentrations.

The Christian education concentration requires 31 hours: CED 232, 242, 262, 351, 352, 371, 421; PSY 250; and six elective hours in biblical literature.

The cross cultural ministries concentration requires 30-31 hours: REL 311, 391, 432; CED 262; PHI 322 or 323; EDU 370 Contemporary Multicultural Awareness; CAS 340 or ENG 370 Contemporary Non-Western Literature; BIB 330 and six elective hours in biblical literature.

The music ministries concentration requires 34 hours: BIB 350 or three elective hours in biblical literature; PMI 111, 241 or 252 or 361; four hours in MUS 100-200 (applied major); two hours in MUS 100 (applied minor), MUS 120, 123, 131, 132, 223, 241, 361, and 350. See the Music listing for course descriptions and more details.

The pastoral ministries concentration requires 31-34 hours: PMI 111, 122, 241, 252, 361, 372; BIB 480 and nine elective hours in biblical literature.

The youth ministries concentration requires 32 hours: CED 221, 262, 312, 322, 351, 352, 421; PSY 250, 340; and six elective hours in biblical literature.

The concentration in urban ministries requires 30 hours: CED 221, 262, 300, 392, 421; PMI 361 or 372; SOC 312, SOC 210; and six elective hours in biblical literature.

Bachelor of Science in Christian Ministries/Pastoral Ministries

Students in the pastoral ministries concentration may elect to receive the bachelor of science degree upon completion of the core curriculum, 31-34 hours in the concentration as listed above, and PMI 231 and four to eight hours of PMI 393.

Certificate in Missions

A Certificate in Missions is available to students in any major program as well as to students majoring in the department. The student must complete the following courses: BIB 330, PHI 322, 323; REL 311, 391, and 432. In addition, the student must complete a cross cultural experience which may or may not be for credit. Suggestions include involvement in Taylor World Outreach, a semester abroad, Wesleyan Urban Coalition, Lighthouse, and REL 393 Practicum. Approval is to be secured in advance from the department. Also students must complete two additional courses which will enhance the purpose for selecting the certificate program. Courses in mass communication, environmental science, biblical literature, linguistics, or history and geography of a particular region are appropriate.

Minor Fields of Study

Minors are designed to serve the needs of students who wish to study in greater depth in one of the areas in the department. Christian ministry minors are helpful to students in all majors but especially to preseminary students majoring in other departments. Minors are offered in biblical literature and Christian education with the curricular requirements specified below under these respective headings. A minor is also available in music ministries. See the Music listing.

Biblical Languages

Primarily, these courses enable one to read and study the Bible in the original languages. Enrichment of historical concepts of communication, depth and breadth of Christian perspective, and cultural appreciation of the biblical world are secondary concerns of biblical language studies. In addition, the two-year Greek sequence meets Taylor BA language requirements for graduation and satisfies or exceeds language entrance requirements for most seminaries.

GRK 201 4 hours

Elementary New Testament Greek

A study of the fundamental principles of New Testament (Koine) Greek grammar. Emphasis is placed on the mastery of forms, memorization of vocabulary, and translation of sentences from Greek to English.

GRK 202 4 hours

Elementary New Testament Greek

A continuation of the study of the fundamental principles of New Testament (Koine) Greek grammar. John's First Epistle will be translated during the last half of the spring semester.

GRK 301 4 hours

Greek Grammar and Syntax

An intermediate Koine Greek grammar course that places special emphasis on the more exegetically significant details of Greek grammar and syntax by reading and analyzing selected portions of the Greek New Testament.

GRK 302 4 hours
Exegesis of the Greek New Testament
An introduction to the procedure and practice of Greek exegesis. Emphasis is placed on the "how-to's" of doing textual criticism, word studies, outlining the argument of a passage, validating exegetical decisions, and the proper use of exegetical tools.

Biblical Literature

A minor in biblical literature consists of 21 hours of credit. In addition to BIB 110 and 210, two courses in Old Testament and two courses in New Testament are required plus one other course from the department excluding REL 313 and PHI 413.

BIB 110/310 3 hours
Biblical Literature I
A course which has as its primary content the Old Testament, with special attention given to the law, the prophets, and the history of Israel. BIB 310 is designed primarily for transfer students and has additional requirements.

BIB 210 3 hours
Biblical Literature II
A course which includes a foundation in New Testament study with focus on Jesus Christ as portrayed in the Gospels and Epistles. Also included is a series of explorations into the relevancy of Christ to modern life. *Prerequisites:* BIB 110/310.

BIB 272 3 hours
Inductive Study of the Bible
Specific methods are taught to enable students to understand the propositions of the biblical text, relate those propositions to one another, and ask questions of the text in order to discover what the biblical writers meant to convey through their writings.

BIB 320 3 hours
Pentateuch
Emphasizes the historical narrative and the content of the Law of God. Special attention is given to the Genesis account of the origin of the cosmos, man, sin, and salvation. The authorship of the Pentateuch is considered.

BIB 330 3 hours
Acts and the Early Church
A historical study with particular attention given to the missionary expansion of the early church, the work of the Holy Spirit, and the place of the church in the world.

BIB 331 3 hours
Pauline Epistles
Attention is given to the life, ministry, and writings of Paul. The doctrinal, pastoral, and personal epistles of Paul are studied with reference to their geographical and historical settings, the organization of the Apostolic Church, and the development of Christian doctrine. Careful exegesis is made of selected portions of each epistle.

BIB 332 3 hours
Hebrews, General Epistles, Revelation
A study of the non-Pauline epistles and Revelation with attention to their authorship, historical place in the canon, and doctrinal uniqueness. The contents of each book are analyzed, and problem texts are treated.

BIB 340 3 hours
Hebrew Prophets
Selected major and minor prophetic works of the Old Testament are considered with special emphasis given to the historical background, Messianic message, and content together with specific theological concepts and teachings which are pertinent to modern times.



BIB 341 The Gospels Stresses the life and teaching of Jesus as set forth in the Synoptic Gospels and John. Attention will be given to the literary and theological characteristics of each individual gospel and to the development of gospel criticism. The primary focus, however, is on the words and works of Jesus Christ and their significance for Christians today.	3 hours	CED 300 Cross-Cultural Christian Education Stresses principles of cross-cultural communication, evangelism, teaching and leadership development involving a field experience of ministering in another culture.	3 hours
BIB 350 Poetic and Wisdom Literature Hebrew poetry and wisdom as presented in the books of Job, Psalms, Proverbs, Ecclesiastes, Lamentations, and the Song of Solomon.	3 hours	CED 312 Evangelism in Youth Ministry An intensive study of the various theories and approaches used to prepare junior high, senior high, and college age youth to become Christians.	2 hours
BIB 462 Biblical Theology A study of the Bible and its central message and meaning. The Bible is viewed as recording a special kind of history revealing God's will and purpose and giving essential meaning to all human life and destiny.	3 hours	CED 322 Discipleship in Youth Ministry An intensive study of the theories and approaches used to help junior high, senior high, and college age youth to grow and develop in their faith.	2 hours
BIB 480 Seminar in Biblical Literature Emphasizes research and writing in selected areas of biblical literature.	2 hours	CED 351 Teaching and Learning Strategies A practical course designed to help the student teach the Bible more effectively by the use of educational strategies. A teaching lab and supervision are included, and competency in the use of instructional media is required. <i>Prerequisite: BIB 272.</i>	3 hours
Christian Education A minor in Christian education consists of at least 18 credit hours including CED 100, 262, 351, 352, 371, and BIB 272. Two semesters of involvement in an approved ministry are also required to fulfill the field ministry competency for the minor.		CED 352 Program and Curriculum Development A course which focuses on the development of educational programs within church and parachurch ministries. Emphasis is on published curricula and the development of curricular writing skills. <i>Prerequisite: CED 351.</i>	3 hours
CED 100 Introduction to Christian Education A course which focuses on the purpose and scope of Christian education and the types of ministries available to majors. <i>Prerequisite for all other CED courses except CED 221, 312, 322</i>	3 hours	CED 371 Leadership Development A course designed to facilitate the development of the student's skills in leadership, organization, and management related to specific ministry situations.	3 hours
CED 221 Ministry to Youth A general study of the various programs used to meet the needs of junior high, senior high, and college age youth through church and parachurch ministries.	3 hours	CED 392 Urban Ministry Stresses principles of ministering within an urban context involving a field experience.	3 hours
CED 232 History of Religious Education A course focusing on the major individuals and movements influencing religious education from biblical times until the present.	3 hours	CED 393 Christian Education Practicum A practical involvement in ministry after a student's junior year.	2-4 hours
CED 242 Theoretical Foundations of Christian Education A course exploring the various current theories of Christian education. <i>Prerequisite: CED 232.</i>	3 hours	CED 421 Specialized Ministries A research course designed to help students articulate their philosophy of ministry within a particular age group or ministry context. Attention is given to critical areas of need within Christian education.	3 hours
CED 262 Personal Development A course designed to facilitate the student's personal growth and development through the integration of theological truth into life.	3 hours	Pastoral Ministries PMI 111 Christian Worship An analysis of the principles of biblical worship. Includes a strong focus on the role of music in worship along with a study of creative worship alternatives and the development of worship resource files.	3 hours
		PMI 122 Evangelism and Discipleship A study of the basic principles of biblical evangelism and dis-	3 hours

cipleship. Special attention is given to lifestyle evangelism and the development of discipling programs within the local church.

PMI 231 3 hours

Pastoral Tools

A study of the resources available for the contemporary pastor with an emphasis on bibliography. A component of "layman's Greek" is included to enable the student to use available linguistic aids.

PMI 241 3 hours

Pastoral Theology I

An investigation of the pastoral call and ministry with emphasis upon the private and pulpit life of the pastor.

PMI 252 3 hours

Pastoral Theology II

A continued analysis of the duties and procedures of the pastorate. Special concentration is given to the realms of pastoral visitation, counseling, and administration.

PMI 361 3 hours

Introduction to Preaching

Principles of the preparation and delivery of sermons with practice in both writing and delivery. The emphasis is on expository preaching and the development of a basic sermon process.

PMI 372 3 hours

Variety in Preaching

Building upon the principles of the first semester, the student is introduced to numerous sermon types. Attention is also given to series preaching as it applies to pulpit ministry in the local church. *Prerequisite: PMI 361.*

PMI 393 A, B, C, D

1-4 hours

Practicum (Pastoral Internship)

Practicum in pastoral ministry focusing on (A) visitation, (B) administration, (C) preaching and teaching, and (D) counseling ministries of the pastorate. Includes on-site supervision by a qualified pastor.

Philosophy

PHI 262 3 hours

Contemporary Issues

A systematic analysis of pressing issues such as sexual morality, divorce, abortion, homosexuality, euthanasia, and war and peace.

PHI 322 3 hours

World Religions: Western Tradition

A study of Judaism, Islam, Zoroastrianism, and related religious movements.

PHI 323 3 hours

World Religions: Eastern Tradition

A study of Hinduism, Buddhism, Sikhism, Shinto, and Chinese religions.

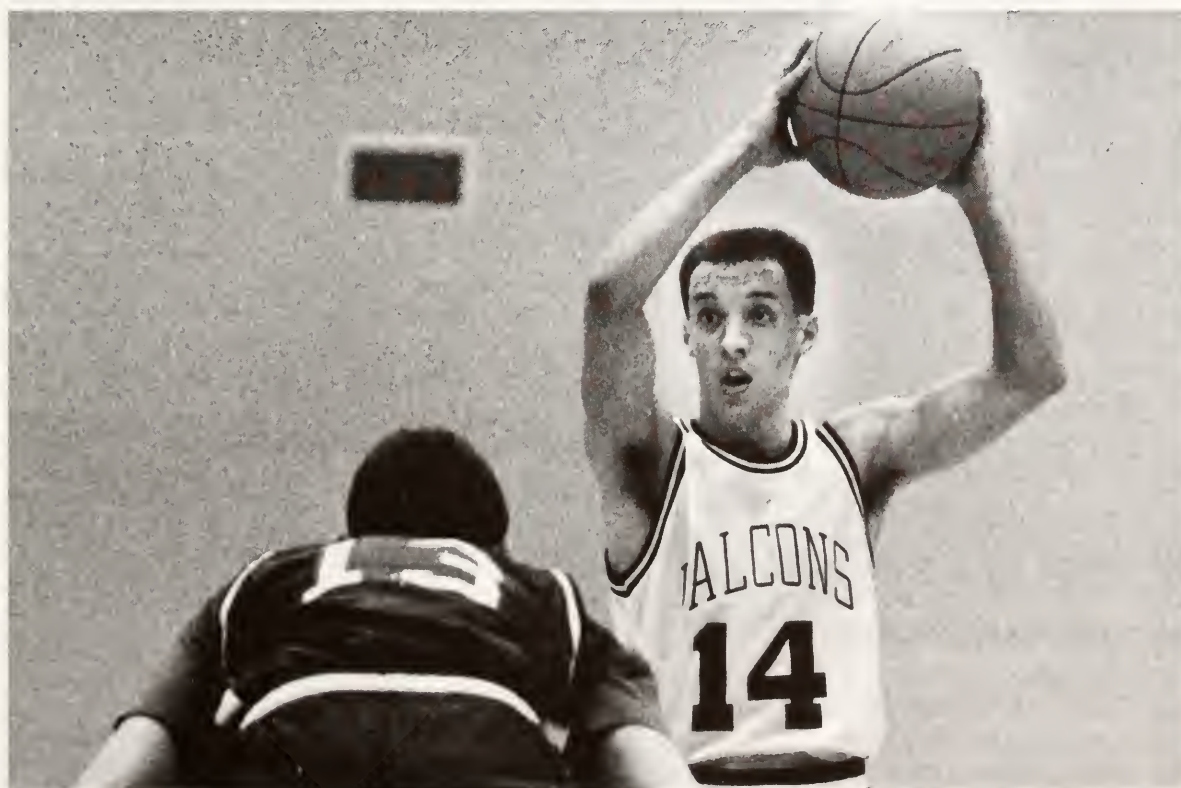
PHI 413 3 hours

Contemporary Christian Belief

The integration of Christian thought with contemporary ideas. An introduction to Christian apologetics. *Required of all students. Prerequisite: REL 313.*

Religious Studies

Courses in religious studies help students complete a certificate in missions, serve as departmental elec-



tives, and meet general education requirements (REL 313 only). These courses broaden students' understanding of religion's role in the world.

REL 311 **3 hours**
The Christian World Mission

A correlated study of the history of Christian missions in relation to the methods employed in the cultural context of the various periods from the Apostolic inception through the Middle Ages, the modern era, and the contemporary period of the young churches in the various areas of the world.

REL 313 **3 hours**
Historic Christian Belief

A survey of Christian belief as developed during the history of the church. *Required of all students.*

REL 391 **2 hours**
Philosophy and Methods of Missions

The principles and methods of Christian missions from Christ to the present time are studied. The biblical basis and the prime motivating factors, direct evangelistic, educational, medical, industrial, literary, radio, and occupational missionary methods are given special attention. Preparation for the missionary task is considered.

REL 432 **2 hours**
Mission Area Studies

A specialized study of one of the several mission fields, such as urban America, the South Appalachian Region, Latin America, Africa, India, Japan, or China. The geography, people, history, economics, sociology, government, language, and religion of the area and the history and methods of Christian missions are considered.

Practicum, Seminar, and Capstone Courses

(All succeeding courses may be listed as either BIB, CED, PMI, or REL, except IAS 493.)

REL 360 **1-4 hours**
Independent Study

REL 370 **1-4 hours**
Selected Topics

REL 393 **1-4 hours**
Practicum

REL 490 **1-2 hours**
Honors

IAS 493 **4 hours**
Senior Seminar

COMMUNICATION ARTS

The primary mission of the Communication Arts Department is to help students acquire the communication knowledge and skills needed for careers in public relations, business, print media, and a variety of

Christian ministries. A public relations major or minor and a communication studies minor are available.

Public Relations (CAP)

The bachelor of arts degree with a major in public relations requires a total of 47 credit hours including CAS 110 and 120; CAP 112, 220, 262, 320, 393, 420, and 492; CAM 150 and 320; and a minimum of nine additional hours selected from BUA 231 and CAS, CAP and CAM courses.

A public relations minor requires CAP 112, 220, 320, CAM 150 and a minimum of nine additional hours selected from CAS 201, CAP 262, 370, 420, CAM 250, 320, and 350 for a total of 20 credit hours.

Communication Studies Minor (CAS)

A communication studies minor requires CAS 110, 120, and 201 and a minimum of 12 additional hours selected from CAP 112, CAM 250, and CAS 340, 370, and 372 for a total of 19 credit hours.

Public Relations Courses (CAP)

CAP 112 **3 hours**
Public Relations I: Theory and Practice

A survey of public relations and its function in corporate, not-for-profit, and ministry organizations. Special emphasis is placed on the application of theory to public relations planning and practice.

CAP 220 **3 hours**
Public Relations II: Writing and Production

Focuses on the development and application of writing and media production skills for public relations message dissemination. *Prerequisite: CAP 112.*

CAP 262 **3 hours**
Desktop Publishing

Examines the role of computer technology in the design and production of printed materials. Focuses on layout and design principles as well as computer-aided production skills.

CAP 320 **3 hours**
Public Relations III: Research and Evaluation

Formal and informal research strategies and techniques for planning and evaluating public relations programs. *Prerequisite: CAP 220.*

CAP 360 **1-3 hours**
Independent Study

CAP 370 **1-3 hours**
Selected Topics
Courses offered on topics of special interest.

CAP 393 **1-4 hours**
Practicum

CAP 420 **3 hours**
Public Relations IV: Campaigns and Cases

Analysis, planning, and implementation of public relations campaigns and cases involving private and public profit and non-profit organizations. *Prerequisite: CAP 320.*

CAP 492 8 hours
Internship
A professional, supervised internship in a work setting related to the major field of study. *Prerequisites:* Completion of departmental and major core courses and approval of the department faculty.

Communication Studies Courses (CAS)

CAS 110 2 hours
Public Speaking
Concentrates on the development of public speaking skills including audience analysis, library research, organization, the use of evidence to support a point of view, delivery, and listening.

CAS 120 2 hours
Interpersonal Communication
The study of self-esteem, empathic listening, emotion, language, nonverbal behavior, conflict, and ethics in interpersonal relationships.

CAS 201 3 hours
Corporate Communication
The acquisition and application of communication skills used in business and industry.

CAS 340 3 hours
Intercultural Communication
The study of the complex process of intercultural communication. The course seeks to create an awareness of culture-bound assumptions and ways to communicate more effectively with persons from other cultures.

CAS 370 1-4 hours
Selected Topics
Courses offered on topics of special interest.

CAS 372 3 hours
Communication for Change
A study of communication as an agent for change in various social contexts. Focuses primarily upon the skills, methods, and ethics of persuasion.

Mass Communication Courses (CAM)

CAM 150 2 hours
Basic Reporting for the Media
A beginning course in covering beats, reporting, and writing news through the use of an electronic journalism laboratory. *Prerequisite:* ENG 110.

CAM 250 4 hours
Mass Media
Examines the role of mass media in society today and the impact upon education, religion, business, and politics. *Prerequisite:* ENG 110.

CAM 300 1-2 hours
Media Laboratory
One or two hours of credit may be earned for work on campus media positions approved by the director of public relations studies and CA Department chair. A maximum of six hours may count toward graduation. Media laboratory credit hours may not be used to meet the requirements of the public relations major. *Prerequisite:* Permission of the Communication Arts Department chair.



CAM 320**4 hours****Newswriting**

Emphasis on reporting and coverage of meetings, speeches, government, religion, and sports for print and broadcast media. Practice in the interview technique and in interpretive reporting is provided. *Prerequisites: CAM 150, 250, and ENG 110.*

CAM 343**3 hours****Feature Writing**

The writing of news, background, human interest, and historical features for the print media. *Prerequisite: CAM 320.*

CAM 350**3 hours****Writing for Advertising**

A writing course for the preparation of newspaper, magazine, radio, and television advertising copy and commercials. *Not open to freshmen.*

COMPUTING AND SYSTEM SCIENCES

COS 100**3 hours****Computing in the Modern World**

An introduction to the computational tools and skills needed to be computer literate in today's world with an emphasis on social concerns. Students develop and use programs designed to give an understanding of the role of the computer in our society and discuss the social problems and concerns brought on by this technology. A structured BASIC or other problem solving tool used as a programming language is included along with work on spreadsheets, databases, and word processing. Students entering fall 1994 and after may not register for this course, which will not be offered after spring 1996.

COS 104**2 hours****Computing and Information Concepts**

An introduction to computing issues and information technology designed to provide a foundation for future coursework directly related to the student's major. Topics discussed include hardware and software, operating systems, graphical user interfaces, storage technology including CD ROM, local and network information access, spreadsheets, and ethical issues. The course is designed for those with little or no previous computer experience. COS 106 is available for those with more experience. Credit may not be earned in both COS 104 and COS 106. Not open to students who have already taken COS 100. Two hours lecture and one hour laboratory.

COS 106**2 hours****Computing and Information Concepts**

An introduction to computing issues and information technology designed to provide a foundation for future coursework directly related to the student's major. Topics discussed include hardware and software operating systems, graphical user interfaces, storage technology including CD ROM, local and network information access, advanced spreadsheets, and ethical issues. The course is designed for those with significant previous computer experience. The material is covered in more depth and breadth than in COS 104. Credit may not be earned in both COS 104 and COS 106. Not open to students who have already taken COS 100. Two hours lecture and one hour laboratory.

SYS 118**3 hours****Problem Solving Methodologies**

A variety of problem solving techniques is explored. Tools and

techniques are emphasized, but a programming language is not taught. Approaches typically studied include basic problem solving strategies, problem simplification and decomposition techniques, group problem solving, algorithmic solutions and their correctness, recursion, mathematical models, simulation, decision trees, graphs and networks, linear programming, and logic problems.

SYS 300**3 hours****Computer Systems Applications**

Presents and works with a broad range of applications of computers in profit and nonprofit organizations. These topics come from the manufacturing area, financial institutions, and service organizations. Example applications to be studied from these areas might include CIM, OLTP, and donor giving. Laboratory activities focus on computer-based problem solving, and include a variety of other skills such as presentation graphics and advanced spreadsheet work. Other topics highlighted are file management issues, business information access from networks, and future hardware, software, and applications trends plus implications. This course will be taught for the first time spring 1996. *Prerequisites: COS 104 or 106, ACC 241, ECO 211, and MAT 110.*

CRIMINAL JUSTICE

The purpose of the criminal justice program is to prepare Christians for professional service in the multifaceted and challenging arena of the American justice system.

Courses embody (1) the historical development, organization, and administration of the courts, corrections programs, and law enforcement; (2) a theoretical analysis of the causes and effects of both juvenile delinquency and adult crime; and (3) comparative strategies for preventing, controlling, and treating criminal behavior.

A major in criminal justice is also an appropriate choice for individuals preparing for graduate work in law or criminal justice or as a double-major in preparation for graduate work in another behavioral science such as psychology.

Criminal Justice Major

Both the bachelor of science in criminal justice and the bachelor of arts in criminal justice require 33 hours in the major and 12 hours in cognate areas. The core course requirements are CRJ 100, 110 or 120, 200, 321, 342, 420, and two CRJ electives. Cognate alternatives require one course in psychology, one course in sociology, and two other choices from among the following: PSY 110, 300, 321, 340, 411, or 461; SOC 210 or 312; POS 100; and BUA 170 (Business in Action) or 362. In lieu of the foreign language requirement for the BA degree, the BS in criminal justice must be augmented with 12 additional hours from environmental science, business, or psychology.

Associate of Arts in Criminal Justice

An associate of arts degree in criminal justice is of-

ferred for students who desire postsecondary education in preparation for entry level positions in law enforcement or corrections or for those in offender-based ministries who desire a basic liberal arts foundation in the academic discipline of criminal justice. Requirements include IAS 101 and 110, ENG 110, CAS 120, COS 104 or 106, HPR 100 and 200, BIB 110 and 210, HUM 230, CRJ 100, 110 or 120, 200, 210 or 310, 321, 342, 393, SWK 200, and BUA 170 (Business in Action) plus one three-hour science course and enough hours of electives to total at least 64 hours.

Criminal Justice Minor

A minor in criminal justice is appropriate for students who wish to supplement or enhance another major, especially a major in the behavioral sciences or ministry, with an understanding of the causes and effects of crime and delinquency and strategies for correcting criminal behavior. The 18 hour requirement includes CRJ 100, 200, and 342 plus nine additional hours of CRJ courses.

CRJ 100 3 hours

Introduction to Criminal Justice

A survey of the organization, administration, and function of law enforcement, the courts, and corrections in an historical, legal, and contemporary context. Emphasis is placed on both offenses and offenders at each stage of the process.

CRJ 110 3 hours

Corrections

A study of the organization and administration of adult corrections with special emphasis on institutions and incarceration. Correctional theories, policies, and practices are considered in an historical and contemporary context. *Prerequisite: CRJ 100 or permission of instructor. Offered spring semester of even years and interterm of odd years.*

CRJ 120 3 hours

American Policing

An introductory course on legal, theoretical, historical, and organizational foundations of law enforcement in the United States with a critical assessment of alternative police policies and practices. *Prerequisite: CRJ 100 or permission of instructor. Offered spring semester of odd years and interterm of even years.*

CRJ 200 3 hours

Criminal Law

A study of the legal foundations of the criminal justice process including philosophy, theory, history, and purposes. Emphasis is placed on both constitutional and statutory definitions and parameters of crime and punishment. *Offered fall semester of even years.*

CRJ 210 3 hours

Criminal Investigations

A study of investigative techniques and procedures in law enforcement, focusing on the rules of evidence applicable at each stage of the process. *Prerequisites: CRJ 100 and 120. Offered fall semester of odd years.*

CRJ 220 2 hours

Volunteers in Criminal Justice

A course designed for volunteers who desire a liberal arts introduction to the academic discipline of criminal justice, with special attention given to the etiology of criminal behavior and the systems for delivering programs and services to offenders. *Offered on occasion*

CRJ 300 4 hours

Courts, the Law, and Constitutional Procedure

A study of the American courts and how the judiciary applies constitutional and statutory law in both the adjudicatory and appeal processes, focusing on the promulgation of rules and procedures that regulate how a criminal defendant is processed and sentenced. *Prerequisites: CRJ 100 or permission of instructor and CRJ 200. Offered spring semester of even years.*

CRJ 310 3 hours

Correctional Treatment

A review and analysis of various treatment modalities and interventions that are practiced with offenders, utilizing both process and outcome data from contemporary research projects. *Prerequisites: CRJ 100 and 110. Offered fall semester of odd years.*

CRJ 321 3 hours

Juvenile Delinquency

An exploration of the juvenile justice system and process with an in-depth analysis of the moral, social and psychological antecedents of juvenile crime and delinquency. An examination of serious crime by juveniles, focusing on both prevention and treatment. *Prerequisite: CRJ 100 or permission of instructor. Offered spring semester of odd years.*

CRJ 330 3 hours

Community-based Corrections

A study of policies and practices in community corrections including an analysis of both traditional and nontraditional alternatives to incarceration as strategies for managing offender populations and reducing prison overcrowding. *Prerequisites: CRJ 100 and 110. Offered spring semester of odd years.*

CRJ 340 3 hours

Crime Prevention and Control

A comprehensive review and analysis of various crime prevention and control strategies and projects including a critical examination of specific techniques, technologies, and methodologies. *Prerequisites: CRJ 100 and CRJ 120 or permission of instructor. Offered fall semester of even years.*

CRJ 342 3 hours

Criminology

An interdisciplinary approach to the analysis of individual and group behaviors which result in delinquency and criminal conduct with an opportunity for each student to develop and defend a unified theory of criminal behavior. *Prerequisite: CRJ 100. Offered fall semester of even years.*

CRJ 393 1-4 hours

Practicum

Prerequisites: CRJ 100 and CRJ 110 or 120, or permission of instructor.

CRJ 420**12 hours****Internship in Criminal Justice**

A semester of academically and professionally supervised work in a criminal justice agency or an offender-based social service program. *To be taken upon completion of core CRJ courses and scheduled as needed, with approval of faculty.*

IAS 493**4 hours****Senior Seminar****CROSS CULTURAL MINISTRIES**

See Christian Ministries.

ECONOMICS

See Business, Accounting, and Economics.

EDUCATION**Introduction**

Taylor University seeks to develop competent, caring, and reflective teachers prepared for world service. Belief that teachers who have experienced a vigorous professional preparation within the framework of evangelical Christian values will have a profound influence on the students they teach in public, private, and/or overseas schools pervades the education program approach. A comprehensive liberal arts curriculum provides the foundation for subject matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession. The Department of Education cooperates with other departments to ensure the development of high quality general education and major fields of study. Taylor University's teacher education program is accredited by NCATE (the National Council for Accreditation of Teacher Education) and the Indiana Professional Standards Board. Admission to, retention in, and completion of an approved teacher education program at Taylor University is coordinated by the director of teacher education. Students seeking teaching certification may fulfill the requirements while earning either a bachelor of arts or bachelor of science degree.

Advisement

Students wishing to explore or prepare for the teaching profession should become involved in the teacher education program as early as possible in their college careers. It is advised that initial steps be taken as an entering freshman or as soon as possible after entering Taylor. Upon declaring a major in elementary education, the student will be assigned an academic advisor. This academic advisor will continue to advise the student throughout the entire program. However, by use of the curriculum guide, much of the student's planning may be self-directed. Curriculum guides containing course requirements for teacher education programs

offered at the university may be obtained from the Department of Education. The *Teacher Education Program Student Handbook* includes a four-year program timeline and course sequence for general education and major and professional education courses which assist the students in planning their teacher education program.

Admission to the Teacher Education Program: Step One

There is a formal admission procedure to the teacher education program. A student is admitted to the program upon completion of an official application form (initiated by the Teacher Certification Office) and favorable action by the Teacher Education Committee. The application should be completed during the first term of a student's sophomore year. Students are formally admitted to the teacher education program after completing three terms of college work, one of which must have been at Taylor. The Teacher Education Committee has established standards which students must meet in order to be admitted to and remain in the program. Factors encompassed by these standards are scholastic performance, communication skills, portfolio requirement I, and departmental recommendation. Detailed explanations of these standards may be obtained from the Department of Education.

Admission to Supervised Internship (Student Teaching): Step Two

Subsequent to admission to the program, there is a formal admission procedure to student teaching. The application is initiated and facilitated through the Department of Education and should be prepared and ready for consideration (by the Teacher Education Committee) by the beginning of the sixth term. The factors considered by the Teacher Education Committee include (1) successful completion of prerequisite courses, (2) departmental recommendation, (3) portfolio requirement II, and (4) scholastic performance. Detailed explanations of these standards may be obtained from the Department of Education.

Scholastic Performance

Teacher education program standards include students passing all education (EDU prefix) courses with grades of C- or better. Also, a grade of C- or better in education courses must be achieved as a condition for taking sequential courses for which the course is a prerequisite.

Transfer of Credit from Other Institutions

Students seeking admission to the Taylor teacher education program through transfer from another institution must meet the standards required of regularly enrolled students. Credits are assessed by the registrar. The director of teacher certification, after consultation

with the appropriate department chair, will accept transfer credit when the courses taken are equivalent to requirements on the curriculum guide.

Field Experiences and Student Teaching

Field experiences with children and youth, with strong emphasis on multicultural education, are considered a vital part of the preparation of the teacher. Beginning with the first professional education course and continuing through the senior year, such experiences are required for each prospective teacher. The culmination of these professional experiences occurs during the senior year with full-time student teaching. During this final experience a student is expected to assume as much as possible the total responsibilities of a teacher. Student teaching is a 16-week fall term activity; however, student teaching during the spring term of the senior year is available to selected students by special permission of the academic department and the Teacher Education Committee. Students must complete major and endorsement courses prior to being approved to student teach in these areas.

Opportunities are provided for overseas student teaching. After completing a ten-week experience state-side, students may teach for six or more weeks in an overseas setting. Application for overseas student teaching must be submitted during the sophomore year. Applications are available in the Department of Education.

TEACHER EDUCATION PROGRAMS

Field of Study

Curricula which meet the licensing standards of the Indiana Professional Standards Board are listed on the curriculum guide available to each student. Preparation for the standard teaching license in the following field is provided at Taylor University Fort Wayne:

Elementary Education (first through sixth grades)

Thirty-five specified hours constitute the elementary education major. Also included on the elementary education curriculum guide are selected general education courses, directed electives, free choice electives, and professional education courses. The following certification endorsements may be added to the elementary license: junior high/middle school endorsement in the areas of language arts and science and kindergarten endorsement.

Associate of Arts Degree In Early Childhood Education

In addition to the baccalaureate degree program maintained by the department, a two-year curriculum in *early childhood education* is offered for students who wish to qualify for leadership positions in day care centers, Headstart, and preschool programs. This program blends a series of liberal arts courses with practical



experiences in field centers and professional content to prepare early childhood workers. The program includes two curriculum workshops which integrate the early childhood curriculum in the liberal arts with a multicultural/multiethnic emphasis, experience at field-based centers, and a core curriculum. The student will spend at least three hours weekly in a field-based center (selected day care, preschool, or Headstart facilities).

Education Religious Studies Certificate

An elementary education student who wishes to be prepared to teach in a Christian school should consider completing the 25-hour Education Religious Studies Certificate. In addition to the 12 hours of general education requirements in this area, students electing this option will complete a minimum of 13 course hours including the specialized course EDU 382 Teaching in a Christian School. Application forms are available in the Department of Education. This certificate is not a program which the Indiana Professional Standards Board certifies.

Certification

The elementary education program has been designed to meet Indiana certification requirements and has been approved by the Indiana Professional Standards Board. Students who meet graduation requirements and complete an approved teacher education program will be eligible for Indiana certification (license to teach). The Teacher Certification Office is responsible for verifying to the Indiana Professional Standards Board that all requirements for certification have been met and for processing all applications for certification. Students planning to be certified in states other than Indiana have the responsibility to determine certification requirements in those states. Information about certification requirements for all states is available in the Education Department.

Accreditation

The teacher education program are approved by the National Council for Accreditation of Teacher Education and the Indiana Professional Standards Board.

Elementary Education Comprehensive Exam Requirement

All elementary education majors are required to take the Education in the Elementary School National Teacher Examination Specialty test and score 520 or above. Any elementary education major who does not successfully score 520 or above will be provided the opportunity to participate in a tutorial guided instruction program under the direction of the Learning Support Center to prepare for retaking the test.

Practicum

Opportunities for practicums in rural, urban, and overseas settings are available. A practicum is supervised learning involving firsthand field experience or a project. It is offered primarily during interterm and summer with the consent of a supervising professor and the approval of the department chair. Under certain conditions a practicum may be required to demonstrate readiness for student teaching. In order to receive a grade, the experience or project must be supervised.

EDU 150

3 hours

Education in America

A study of the historical, philosophical, and sociological foundations of education. The organization and role of the public school, K-12, in a multicultural society is studied. An analytical study of teaching is made, including concepts of teaching and leadership roles. The course includes a study of multicultural and ethnic differences among students and the resulting effect on the teacher's role. Includes a field experience lab.

EDU 223

4 hours

Supervised Field Experience in Early Childhood Education

A full-time, four-week participation experience in a preschool, day care center, or Headstart. The student assumes a position of leadership with children under the supervision of qualified early childhood teachers. Students pursuing the AA degree complete this interterm course two times, once in a day care center or Headstart and once in a preschool. *Prerequisite: EDU 280 or 290 or permission of instructor.*

EDU 260

3 hours

Educational Psychology

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. The teacher's responsibility to handicapped students is explored. Cognitive, affective, and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, motivation, and classroom management. Includes a field experience lab. *Prerequisite: EDU 150.*

EDU 270

3 hours

Children's Literature Through the Language Arts

The various genres of children's literature are explored through the communication modes of listening, writing and speaking. Includes a field experience lab.

EDU 280

4 hours

Communications and Language Arts in the Preschool and Kindergarten

This course deals with the many areas involved in developing positive forms of communicating with emphasis on nonverbal, and listening skills and examines the many facets of the language arts curriculum in public/private preschools and kindergartens. These include language development (ethnic, cultural, and disability awareness), teaching strategies and techniques utilizing a variety of visuals, reading readiness programs, and evaluation forms for children. Weekly observation of and participation with children in preschool, kindergarten or Headstart

helps students become aware of the wide abilities within these classrooms. *Prerequisite: EDU 150 for those seeking the BS or BA degree.*

EDU 290 **4 hours**
Social Studies, Science, and Mathematics in the Preschool and Kindergarten

The many areas of the child's immediate world including development of positive self-concepts, which are then broadened to a world view, are studied in this course. Various teaching approaches are utilized to help children become aware of the home, family, and aspects of cultural and ethnic influence within their communities and how these affect values, standards and morals within their homes and schools. The past, present, and future areas of science and mathematical readiness are all viewed as aids in developing this world view. Weekly observation of and participation with children in preschool, kindergarten, and Headstart helps students become aware of meaningful teaching modes and methods of the areas covered in this course. *Prerequisite: EDU 150 for those seeking the BS or BA degree.*

EDU 300 **4 hours**
Teaching the Young Child in the Preschool and Kindergarten Classroom

This course deals with the history of early childhood education and also takes an in-depth look at the qualities needed to become an effective kindergarten and preschool teacher. Students study all the professional aspects of developing appropriate curriculum (including the ethnic, cultural, and disability needs of children) and the desirable physical setting. Methods which meet the physical, emotional, social, mental, and spiritual developmental growth of young children are explored. These include nutrition, health, safety, creative movement, art, music, disci-

pline approaches, and identification of the various types of child abuse. On-site visitation, interviewing teachers and resource people, discovering appropriate media, and reading assignments aid in developing skills and materials needed to teach kindergarten, preschool, or Headstart in public or private schools. *Prerequisite: EDU 150 for those seeking the BS or BA degree.*

EDU 310 **2 hours**
Discipline and Classroom Management

This course is designed to assist students in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist students in developing effective discipline plans. *Prerequisite: EDU 150.*

EDU 320 **3 hours**
The Exceptional Child

This course is designed to prepare the teacher for the challenge of meeting the needs of exceptional children in the regular classroom. A general study of exceptional children focuses on mainstreamed special education students. Various topics included are identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. *Prerequisite: EDU 150*

EDU 332 **3 hours**
The Junior High/Middle School

A study of the philosophy, development, and organization of



middle schools and junior high schools. Examines through readings, seminars, field experiences, and classroom investigations the purpose, curriculum, and instructional strategies, including the use of appropriate media and technology, for effective teaching in junior high/middle schools. This course provides prospective teachers with knowledge and understanding of the adolescent, the school, and practical teaching activities. Includes a field experience lab. *Prerequisites: EDU 150, 260. Must be completed prior to student teaching.*

EDU 342 3 hours

Microcomputers in Educational Settings

Key concepts of learning theory which have a direct bearing upon using microcomputer software are reviewed. Students become aware of a variety of software and hardware and its application to classroom instruction. Opportunities to develop word processing and programming skills are provided in the Learning Support Center computer lab. *Meets the general education computer literacy requirement.*

EDU 350 3 hours

Teaching Developmental Reading in the Elementary Classroom

An examination of current methods, materials, and media used in teaching reading in a multicultural society. The foundations of reading skills instruction and the development of the hierarchy of reading skills are studied. The reading/writing connection and literature-based programs are addressed. *Prerequisites: EDU 150 and 260.*

EDU 351 3 hours

Methods and Materials for Elementary Teachers

An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Includes a field experience lab. *Prerequisites: EDU 150 and 260.*

EDU 353 3 hours

Diagnostic and Corrective Reading for the Elementary Classroom

This course is designed to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assess reading problems of elementary school children. Students prepare plans of correction for elementary school children's weaknesses in reading. Includes a field experience lab. *Prerequisites: EDU 150, 260, 350.*

EDU 360 1-4 hours

Independent Study

EDU 370 3 hours

Selected Topics: Contemporary Multicultural Awareness

An experiential course to develop affective as well as cognitive knowledge of cultures. Students are involved in experiences with other cultures, simulations, and role-playing to recognize their own culturally derived assumptions and values as well as those of other cultures.

EDU 382 3 hours

Teaching in a Christian School

Examines through readings, seminars, field experiences, guest lecturers, and classroom investigations the theological, histori-

cal, philosophical, organizational, curricular, and instructional principles for teaching in a Christian school. *Prerequisite: EDU 150.*

EDU 393 1-4 hours
Practicum

EDU 421 14 hours

Supervised Internship in Elementary Schools

Full-time teaching experiences for the intern at two grade levels during the fall term under the supervision of public and private school and college personnel. Multicultural/multiethnic education placement is required in one of the experiences. Elementary education majors completing an endorsement spend nine weeks in an elementary grade and seven weeks in the area of the endorsement. *Prerequisites: (a) Approval by the Teacher Education Committee; (b) EDU 150, 260, 350, 351, 353; ENG 210. Corequisite: EDU 441. Credit only.*

EDU 441 2 hours

The Child and the Teacher

A seminar/general methods course for elementary education majors taught concurrently with student teaching. General and specific teaching methods are included in the seminars. Topics covered are professional ethics, educational measurement and evaluation, classroom management and discipline, time management, special needs of students (including culturally diverse, mainstreamed, at-risk, and latch-key students, one-parent families, teen-age mothers, extended families, children home alone, etc.), motivation, professional organizations, legal implications for the teacher, building one's credential file, interviewing skills, and first-year teaching. *Corequisite: EDU 421.*

EDU 480 1-4 hours

Seminar

IAS 493 4 hours

Senior Seminar

Students address current and future issues related to teaching through lectures, readings, school visits, and discussion. The integration of Christian philosophical concerns with the current role and responsibilities of teachers is emphasized. *May be offered only on the Upland campus.*

ENGLISH

The English Department offers courses intended to help students write clearly and effectively and to read literature with critical appreciation. All students take courses in expository writing and selected literary masterworks.

An English minor is offered consisting of at least 17 hours in addition to ENG 110. Required courses are ENG 212; ENG 230, 240, or 250; and nine to 12 hours in writing or literature.

Writing and Language

ENG 100 2 hours

Basic English

Intensive review of basic grammar and mechanics. Practice in writing clear sentences, paragraphs, and short prose compositions. Enrollment by assignment. *Offered fall semesters.*

ENG 110 4 hours
Expository Writing
Practice in writing clear and effective prose through several expository modes including a formal research paper. Brief review of grammar and mechanics. *A general education course intended to be taken during the freshman year. ENG 110 is prerequisite to all other English courses except ENG 100, 230, 233, 240, and 250.*

ENG 210 3 hours
Writing for Teachers
Advanced writing class for prospective educators. Includes reading and writing in the disciplines and oral as well as written work. Required for elementary education majors. Not required of English minors. *Prerequisite: ENG 110.*

ENG 212 4 hours
Critical Approaches to Literature
Introduction to basic literary analysis with emphasis on informed reading and critical, written response to selections from poetry, fiction, drama, and film. Includes minorities literature. Recommended for all students who desire greater reading and writing skills. *Prerequisite: ENG 110.*

ENG 302 4 hours
Linguistics and Grammar
Analysis of the English language with attention to its history, nature, and structure. Prerequisite to student teaching, except with departmental approval for appropriate delay. *Prerequisite: ENG 110.*

Literature
ENG 230 4 hours
World Masterpieces
A selective survey of world literary achievement from antiquity to the present. *A general education course.*

ENG 233 4 hours
Literary London
A study-tour conducted each January in London, England, combining study of selected major British authors with extensive sight-seeing in London and surrounding counties. Enrollment with instructor's permission. *Offered interterms.*

ENG 240 4 hours
American Literature
A survey of important works from colonial times to the present. *A general education course.*

ENG 250 4 hours
British Literature
A selective survey of masterworks from *Beowulf* to the present. *A general education course.*

ENG 360 1-4 hours
Independent Study

ENG 370 4 hours
Selected Topics: Contemporary Non-Western Literature
A study of selected contemporary non-Western novels (Asian, African, South and Central American, and Island) with integrative material concerning the author's native culture. *Prerequisite: ENG 110. A general education course.*



ENVIRONMENTAL SCIENCE

ENS 200

4 hours

Environment and Man

Introduction to ecological principles and the impact of man on the environment. Issues studied include population dynamics, food and agriculture, natural resources, pollution problems, and environmental ethics. Laboratory time is divided between experiences in ecology and environmental education and small group discussions of current environmental issues. Fulfills the general education laboratory science requirement (formally BIO 231).

GEOGRAPHY

GEO 210

4 hours

Physical Geography

The study of the basic physical characteristics of the earth and the effect of the natural environment upon the activities of humankind.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

HPR 100

1 hour

Fitness for Life

A course on the importance of wellness, including the spiritual basis, and how individuals can achieve a state of wellness in their lives. Content includes the health-related components of physical fitness, hypokinetic diseases, nutrition, AIDS and sexuality, substance abuse, cancer, and stress management. Students are expected to engage in a program of regular physical activity during the semester, and a battery of tests is given to assess each student's level of physical fitness. This course, a requirement for all students, satisfies one of the three general education requirements in HPR.

HPR 200

1 hour

General Physical Education

These courses are to encourage students to adopt an active physical lifestyle and to maintain physical fitness and wellness throughout their lives. Students learn about activities and develop skills for participation in lifetime sports. A variety of courses is offered each semester. These courses satisfy two of the three general education requirements in HPR. *Prerequisite: HPR 100*

HPR 200

1 hour

Athletic Participation

Students who compete on an intercollegiate athletic team may earn one credit of general physical education for this participation. Students must consult with the athletic director in order to ensure that the requirements for this credit are successfully completed. *Prerequisites: HPR 100 and HPR 200 (1 credit)*

HPR 200

1 hour

Individualized Physical Education

This course is designed for students who fit into one of the following three categories: 1) the student has a physical problem which prohibits completing another HPR 200 course; 2) the student would like to do an activity that is not offered as an HPR 200 course; and 3) the student is near graduation and cannot schedule another HPR 200 course. Students design personal

physical fitness programs which must include cardiovascular activities and then engage in those physical fitness programs throughout the semester. Pre- and post physical fitness assessments are administered and a cognitive assignment is required. Students must apply to and be approved by the HPR department chair in order to register for the course. *Prerequisites: HPR 100 and HPR 200 (1 credit)*.

HPR 250

3 hours

Elementary School Health and Physical Education

This course is designed to equip the elementary education student with a basic understanding of teaching concepts associated with physical education activities and appropriate health and safety practices. Fundamental content of the areas of physical education, health, and safety as well as teaching methods are explored. The class meets four hours per week with the additional hour being utilized for peer teaching assignments.

HISTORY

HIS 100

5 hours

World History

Survey of the civilizations of Europe, Asia, Africa, and the Western Hemisphere from the earliest times to the present.

HIS 120

5 hours

History of the United States

Study of the progressive social, political, and cultural development of the people of the United States from the colonization period to the present.

HIS 170

3 hours

Selected Topics: Church History I

An historical survey of the Christian church from its beginnings until the Renaissance era (about 1500). Includes a discussion of apologists, creedal development, the early theological controversies, Augustine, the rise of the Papacy, monasticism, the investiture controversy, the Crusades, scholasticism, the Conciliar Movement, and the Renaissance.

HIS 170

3 hours

Selected Topics: Church History II

An historical survey of the Christian church from the Reformation era to the present (from 1500 on). Includes a discussion of the Reformation, the Catholic Reformation, the Age of Reason, Liberalism, Christian Socialism, Fundamentalism, and early American church history. A heavy emphasis is made on the Reformation era.

INTERAREA STUDIES

See Final Entry of Departmental Listings.

MATHEMATICS

MAT 100

1 hour

Mathematics Fundamentals

A study of the basic arithmetic operations, exponents, ratios, linear and quadratic equations, graphs, and story problems. This course is specifically designed to assist those students who need help for the mathematics proficiency examination. *May be taken pass-fail only.*

MAT 110**3 hours****Finite Mathematics**

A study of logic, set theory, functions, matrices, systems of linear equations and inequations, and linear programming. Business applications are emphasized. *Prerequisite: A good understanding of algebra.*

MAT 201**5 hours****Mathematics for Elementary Teachers I**

First of a two-course integrated content-methods sequence for elementary teacher preparation. This course is a study of the number system through the real numbers with special reference to teaching aids, laboratory methods, and pedagogy including classroom use of hand calculators and microcomputers. *Open to majors in early childhood and elementary education.*

MAT 202**5 hours****Mathematics for Elementary Teachers II**

The second of a two-course integrated content-methods sequence for elementary teacher preparation with emphasis on geometry, problem-solving, and small-group work. Each student is responsible each week for a mathematics class in local schools, grades 1-6. *Open to majors in early childhood and elementary education.*

MODERN LANGUAGES/SPANISH**SPA 101, 102****4 hours****Elementary Spanish**

The skills of listening, speaking, reading, and writing are taught in the context of daily happenings in the Spanish-speaking world. The essentials of grammar are studied. Laboratory activities are provided. *SPA 101 is prerequisite to SPA 102.*

SPA 201, 202**3 hours****Intermediate Spanish**

Emphasis is placed on the conversational approach with additional reading and writing. *SPA 201 is prerequisite to SPA 202.*

MUSIC

Taylor University Fort Wayne makes music an integral part of the overall program serving the needs of the liberal arts student within the context of Christian higher education. Through course work, private study, performing groups, and the Community School of the Arts, all students can pursue their interests and develop their talents in music. Private study and ensembles meet the participation in the arts general education requirement.

The Community School of the Arts is a department of the university which provides instruction, performance, and services to people of all ages. While offering services to the Fort Wayne community, further arts experiences and instruction for the university student can be received through this noncredit source.

The university has many music resources: music technology-Schmitz piano lab, instructional computing center, electronic music center, ten practice rooms, six teaching studios, auditorium, multi-activity room, classroom/rehearsal rooms, music library, pipe and

electronic organs, grand and console acoustic pianos, and electronic keyboards, synthesizers, sound processors, MIDI interconnections, and recording equipment.

**Bachelor of Arts in Christian Ministries/
Music Ministries**

The Christian Ministries and Music Departments offer a unique interdisciplinary major combining biblical studies, Christian ministries, and music. Designed for those who plan to enter music ministries in the church or Christian organizations, this Christian ministries major with a concentration in music ministries provides the student with a curricular balance between knowledge and practice. Distinctives of this concentration are (1) an ongoing practicum using chapel services for creating, planning, performing, and leading worship experiences under faculty supervision; and (2) internships where both pastoral and musical skills can be nurtured. Interested students need to have some background and skills in music and should have some competency in piano or voice. Six semesters of involvement in an approved ministry are required to fulfill the field ministry competency in the major and two semesters are required for the minor.

The bachelor of arts degree is granted to students majoring in Christian ministries/music ministries who complete the 17 hour core and meet the language requirement and an additional 34 hours in the music concentration.

The 17 hour Christian ministries core curriculum required for this major includes BIB 272, 462; CED 100; PHI 262; PMI 122; and MUS 393.

The music ministries concentration requires 34 hours: BIB 350 or three elective hours in biblical literature; PMI 111, 241 or 252 or 361; four hours in MUS 100-200 (applied major); two hours in MUS 100 (applied minor), MUS 120, 123, 131, 132, 223, 241, 361, and 350.

Music Ministries Minor

The music ministries minor prepares students to assist in a church or Christian organization. The minor consists of 28 hours including PMI 111, 241 or 252 or 361; four hours of MUS 100-200 (applied major); two hours of MUS 100 (applied minor), MUS 120, 123, 131, 132, 241, 361, and 350.

**Music Ensemble Audition and Registration
Information**

Auditions: For ensembles requiring auditions, freshmen and transfer students will be given opportunities to audition during days of orientation at the beginning of the semester. Returning students will normally be auditioned by arrangement with the director of each group.

Registration: Students should consult the Taylor

University Schedule of Classes during registration for the correct ensemble name and number. Most ensembles may be taken for one credit hour. This credit may meet the participation in the arts general education requirement.

Choral Ensembles

MUS 210 **Choral Ensemble** **1 hour**

This ensemble performs a wide variety of choral literature, normally rehearsing twice a week. Performance on campus is in chapels, recitals, and concerts. Other sections concentrate on certain segments of choral literature: madrigal, jazz, etc. *Audition required.*

MUS 210 **Fort Wayne Philharmonic Chorus** **1 hour**

Through special arrangement with The Fort Wayne Philharmonic. Schedule of performance and certain fees may extend beyond university schedules. *Audition required.*

Instrumental Ensembles

MUS 210 **Chamber Ensemble** **1 hour**

String, wind, mixed, or other ensembles possible according to interest and ability of interested students.

MUS 210 **Community Brass Ensemble** **1 hour**

This multigenerational Community School of the Arts ensemble plays a variety of brass ensemble music. On campus and community concerts. *Audition required. Extra lab fee per experience.*

Private Lesson Audition and Registration Information

Auditions: For those students desiring to study privately in voice, keyboard, or other instrument areas, an audition interview is to be set up through the Music Office before registering for lessons, or during the first week of each semester.

Registration: Students should contact the Music Office during registration for the correct private instruction name and course number. Advancement from one level to another will be on the basis of proficiency, examination, and consent of the instructor. Private instruction may be taken for one to four credit hours. This credit may meet the participation in the arts general education requirement.

MUS 100 **Applied Performance** **1-4 hours**

Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

MUS 200 **Applied Performance** **1-4 hours**

Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and

composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

MUS 300 **Applied Performance** **1-4 hours**

Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

MUS 400 **Applied Performance** **1-4 hours**

Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

Music Courses

MUS 111, 112 **Voice, Piano, Guitar, Electronic Keyboard Class** **1 hour**

Applied class instruction for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level. Admission to any applied class requires the approval of the instructor.

MUS 120 **Music Theory** **3 hours**

A comprehensive, practical introduction to the essentials of music theory: rhythm, intervals (diatonic and chromatic), scales (major and minor - all forms), key signatures, circle of 5ths, triads and chords, terms, and tempo markings. Class instruction as well as computer lab work includes singing, ear training, and keyboarding.

MUS 123 **Harmony I** **3 hours**

A study of basic fundamentals and structural elements of tonal music. Principles of part-writing, elementary forms, and melodic rhythmic and rhythmic concepts are learned through written analytic and keyboard experience. Areas covered include diatonic triads, diatonic seventh chords, and secondary functions. Intermediate work is done in the areas of nonharmonic tones and chromatic harmonies including secondary dominants. *Prerequisite: MUS 120.*

MUS 131 **Introduction to Music I** **1 hour**

An introductory course exploring careers in music, the elements of music, basic music forms, styles, and an overview of the history of Western music.

MUS 132 **Introduction to Music II** **2 hours**

A continuation of MUS 131. *Prerequisite: MUS 131.*

MUS 223 **Harmony II** **3 hours**

A continuation of Harmony I. Intermediate and advanced work in the following areas: chromaticism and modulations, diminished and half-diminished seventh chords, and doubly augmented sixth chords. Also included is an introduction to binary and ternary forms and late-nineteenth century tonal harmony as well as an introduction to twentieth century practices. An original composition is required as a final project. *Prerequisite: MUS 123.*

MUS 241 **Sight Singing and Ear Training I** **2 hours**
Skill development is stressed in the areas of sight-singing (the ability to read/interpret musical symbols), ear-training (both written and aural skills), and rhythmic responsiveness accomplished through class performance, the use of the electronic TAPmaster, and an Apple computer. *Prerequisite: MUS 120.*

MUS 300 **Music in the Elementary Classroom** **4 hours**
This course consists of three components: (1) an overview of the basics of music (rhythm, melody, harmony, form, tone color); (2) an introduction to musical skills (singing, playing a recorder, autoharp, conducting, rhythm band instruments); and (3) methods and materials for teaching music (especially those related to the Kodaly and Orff methodologies).

MUS 323 **Functional Keyboard Skills** **1 hour**
The facilitating of practical keyboard skills including the ability to harmonize melodies at sight with primary and secondary chords and the ability to transpose chordal accompaniments to related keys. In addition, students are introduced to keyboard jazz harmonies and jazz improvisation using software and MIDI-compatible synthesizers.

MUS 350 **Music and the Church** **3 hours**
A study of the organization, administration, and operation of the overall church music program. Areas of study include the multiple church choir program (pre-school - grade 9), handbells, Orff instruments, adult choirs, rehearsal techniques, vocal pedagogy, worship planning, song leading, and hymnody.

MUS 361 **Conducting I** **2 hours**
An introduction to the psychological, technical, and musical elements of conducting. Study of musical scores of choral literature is also stressed.

Special Topic Courses

MUS 170, 370 **Selected Topics** **1-4 hours**

MUS 360 **Independent Study** **1-4 hours**

MUS 393 **Practicum** **1-4 hours**

MUS 450 **Directed Research** **1-4 hours**

PASTORAL MINISTRIES

See Christian Ministries.

PHILOSOPHY

See Christian Ministries.

PHYSICAL EDUCATION

See Health, Physical Education, and Recreation.



PHYSICS

PHY 120 4 hours Experiences in Physical Science

Selected topics from physical science are studied to afford insight into current understanding of natural phenomena, models used to represent nature, and methods used in the quest to fathom the physical universe. Three lecture periods and one recitation period each week. One two-hour laboratory session biweekly.

PHY 121 5 hours Survey of Physical Science for Elementary Teachers

Intended for elementary education majors as a content course, not a methods course. Selected topics from astronomy, physics, and chemistry are studied with special emphasis on their application in the elementary classroom. Student projects include an actual teaching experience in the elementary school. Four lecture periods and one two-hour laboratory session each week.

POLITICAL SCIENCE

POS 100 4 hours American Politics

Primary emphasis is given to the democratic character of American government. The course considers the constitutional system and economic policy as well as the institutions of American government. *Offered on occasion.*

PSYCHOLOGY

Psychology involves the study of human and animal behavior. Each course seeks to integrate psychological data with major biblical beliefs. The aim of the department is to train Christian psychology students who upon graduation are prepared for further academic studies and/or professional responsibilities.

The BA in psychology consists of 45-46 semester hours. In order to insure a breadth of exposure to the discipline of psychology, the following courses must be taken: PSY 110, 125, 140, 210, 250, 272, 310, 321, 393 or 450, and IAS 493. A student may choose a minor in psychology by taking PSY 200 and 15 additional hours in psychology.

Applied and preprofessional concentrations are outlined in curriculum guides available in the department offices.

PSY 110 2 hours Foundations of Psychology

An historical and philosophical introduction to the discipline of psychology. Topics include world views in psychology, history of psychology, current perspectives in psychology, and models of integration of psychology and Christianity.

PSY 125 2 hours Intrapersonal Psychology

The study of how to process the emotional dynamics of anger, guilt, anxiety, and grief while becoming mature, emotionally integrated social beings.

PSY 140 3 hours Applied Psychology

This is an introduction to practical uses and applications in psychology. Topics covered range from industrial psychology to legal issues.

PSY 170 1-4 hours Selected Topics

PSY 200 3 hours Introduction to Psychology

An introduction to the subject matter and methods of psychology. Topics on human development, personality, learning, sensation, perception, motivation, emotion, mental health, and social psychology are considered.

PSY 210 2 hours Ethics in Psychology

A study of various models of ethics with a desire to develop a Christian model. The Christian model is then applied to various issues in counseling, psychopathology, research, human development, law, and educational psychology.

PSY 240 3 hours Child Psychology

This course deals not only with the subject matter of developmental psychology (such as cognitive development, physical development and socio-emotional development) but also attempts to apply the subject matter to those actively working with children such as parents, teachers, coaches, etc.

PSY 250 4 hours Life Span Development

This course is designed to provide a general overview of the developmental process in humans from conception through death and dying. Included is attention to the physical, emotional, cognitive and social developments.

PSY 272 3 hours Research in Psychology

Research methods in psychology are studied and critiqued. Students are involved in practical research and writing assignments. *Prerequisite: 3 hours in psychology.*

PSY 300 4 hours Abnormal Psychology

A study of the nature, causes, and treatment of maladaptive behavior with special consideration given to the symptoms and dynamics of psychological disorders. *Prerequisite: 3 hours in psychology.*

PSY 310 3 hours Integration of Psychology and Christianity

An examination of the relationship between psychology and Christian beliefs about human nature. Topics involve the presuppositions of modern psychology, the Christian view of man, and tension areas between psychology and theology. *Prerequisite: 3 hours in psychology.*

PSY 321 3 hours Social Psychology

A study of how the thought, feeling, or behavior of individuals is influenced by the actual, imagined, or implied presence of others. Topics include cooperation and competition, aggression,

attitudes and their change, affiliation, and conformity. *Prerequisite: 6 hours in psychology.*

PSY 330 4 hours

Statistics and Design in Psychological Research

An introductory course which surveys common statistical concepts in psychological research. It also examines and critiques the major research designs used in psychology today. *Prerequisite: 3 hours in psychology.*

PSY 331 3 hours

Biblical Psychology

A survey of biblical teaching on the nature of man, its relationship to emotional problems, and solutions to those emotional problems.

PSY 340 3 hours

Adolescent Psychology

This course deals with the problems of adolescence including peer pressure and conformity, adult-adolescent conflicts, problems growing out of cognitive changes, adjustments to physical changes, struggles with identity, etc. Current issues such as drug and alcohol use and teen sexuality are discussed. The focus is on a practical application of research literature with an integration of biblical principles.

PSY 360 1-4 hours

Independent Study

PSY 370 1-4 hours

Selected Topics

PSY 390 3 hours

Christian Marriage

A practical and applied course which integrates psychological literature and biblical teaching in the subject areas of the marriage relationship. These areas include marriage foundations, dating and engagement, premarital sexual behavior, singleness, mate selection, marriage success and satisfaction, love and infatuation, marriage roles, communication and conflict, and divorce.

PSY 393 1-4 hours

Practicum

PSY 400 3 hours

Theories of Personality

A study of the major current systematic psychological theories of personality. Consideration is given to their underlying assumptions and usefulness for research and therapeutic practice. *Prerequisite: 6 hours in psychology.*

PSY 410 3 hours

Motivation

This course is designed to provide the basic theoretical models of motivation (biological, drive, need, social, etc.), as well as to examine some current applications. Areas examined may include business, athletics, academics, and religion. Ethical concerns are included. *Prerequisite: 6 hours in psychology.*

PSY 411 3 hours

Learning: Theory and Application

The study of major learning theories and their application to advertising, education, counseling, and daily problems of life. *Prerequisite: 6 hours in psychology.*



PSY 420 Cognition The scientific study of the cognitive functions of memory, attention, perception, learning styles, imagery, decision making, problem solving, and metacognition with application for implementing this information. <i>Prerequisite: 6 hours in psychology.</i>	3 hours
PSY 422 Psychological Testing A study of the principles of psychological testing, considering both the theoretical and practical foundations underlying the construction, use, and interpretation of various psychometric instruments. The student is given opportunity to administer, score, and interpret selected instruments. <i>Prerequisite: 6 hours in psychology including PSY 330.</i>	3 hours
PSY 441 Physiological Psychology A study of the neurophysiology underlying human behavior. Emphasis is given to central nervous system mechanisms which mediate sensation, consciousness, learning, motivation, and emotional behavior. <i>Prerequisite: 6 hours in psychology.</i>	3 hours
PSY 450 Directed Research	1-4 hours
PSY 461 Fundamentals of Counseling This course provides an analysis of the major theories and approaches to counseling, correlating them with counterpart theories of personality and learning. Each major theory is dealt with in the light of biblical revelation. As a result, the student is encouraged to formulate a tentative theory of counseling consistent with biblical truth. <i>Prerequisite: 6 hours in psychology including PSY 300.</i>	3 hours
PSY 480 Seminar	1-4 hours
PSY 490 Honors	1-2 hours
IAS 493 Senior Seminar	4 hours
IAS 499 Special Study Teaching Assistant	1 hour

PUBLIC RELATIONS

See Communication Arts.

RELIGIOUS STUDIES

See Christian Ministries.

SOCIAL WORK

The goal of the presocial work curriculum at Taylor University Fort Wayne is to provide students with eligibility for entrance into the baccalaureate level (BS/

BA) social work program on the Upland campus after the second semester of the sophomore year. Entry into the Taylor University Upland social work education program is granted after successful completion of the following: (1) SWK 200, 231, SOC 100, and PSY 200; (2) 30 hours of documented volunteer experience, preferably at a social welfare agency; (3) approval of the student's application by the Social Work Education Committee.

The mission of the social work program is (1) to prepare its majors as professional general practitioners able to become certified in those states which provide legal regulation of social workers, (2) to prepare majors for admission to Masters in Social Work (MSW) degree programs, and (3) to help students integrate their Christian faith, values, and ethics with those of the profession.

As a profession, social work provides a range of services to people in many different settings—from young to old, from individuals to families, groups, and communities, and from hospitals to public and private welfare agencies.

The Taylor University Upland Social Work Department offers a bachelor of science degree in social work or a bachelor of arts degree if language requirements are met. The social work program is accredited by the Council on Social Work Education. (For more information, see the Taylor University Upland catalog.)

SWK 200 **Explorations in Social Work** **3 hours**

An initial exposure to the field of social work by exploring what social workers are, what social workers do, and the settings in which they work. Examination of the knowledge, value, and skill base; practice settings, educational and career opportunities, and the interrelationships between social work and social welfare in the United States. Opportunity is given for the student to explore his/her own interest in and potential for a career in social work. *Open to all students.*

SWK 231 **Social Welfare: Historical Perspectives and Development** **3 hours**

Follows the development of social welfare efforts from early civilizations to the present time. Focuses on the emergence of the profession of social work. Explores the question: "Am I my brother's keeper?" in the light of biblical principles. *Prerequisite: SWK 200.*

SOCIOLOGY

It is the goal of the Sociology Department to prepare students for graduate study and to enable them to participate as effective Christians in a variety of social settings ranging from the family and peer groups to churches and large multinational corporations.

Sociology concentrates attention upon the basic processes of social interaction which result in human personality and society. The behavior of humans in groups and within organized systems such as the family, work,

and government is studied. Sociology also looks at the way human behavior is regulated and standardized around major societal values as compared with biblical standards and values.

A minor in sociology consists of 18 hours. SOC 100 and SOC 361 are required plus 12 hours of sociology electives. CRJ 342 may count as an elective.

SOC 100 3 hours
Introduction to Sociology

A study of the principles and concepts of sociology in the context of present day social systems. Attention is given to major contemporary analyses of social events, processes, and institutions.

SOC 210 3 hours
Contemporary Social Problems

An introduction to the study of social problems from several perspectives. Problems in areas such as drug abuse, crime, education, and the family are examined in the light of basic principles of sociology.

SOC 312 3 hours
Ethnic and Minority Issues

Investigation of the impact of ethnic and minority groups on the American culture with some comparison of the problems of ethnic and minority groups in cultures around the world.

SOC 320 3 hours
Human Relations in Organizations

The study of human relationships in organizations as they pertain to management theories, processes, and organizational sys-

tems and structures. Vertical, lateral, and diagonal relationships and planning techniques and strategies as well as techniques of systems intervention and problem solving are studied.

SOC 360 1-4 hours
Independent Study

SOC 361 3 hours
History of Social Thought

Primary emphasis is placed upon the contributions of sociologists since the time of Comte. The writings and concepts of leading sociologists in both Europe and America are studied.

SOC 370 1-4 hours
Selected Topics

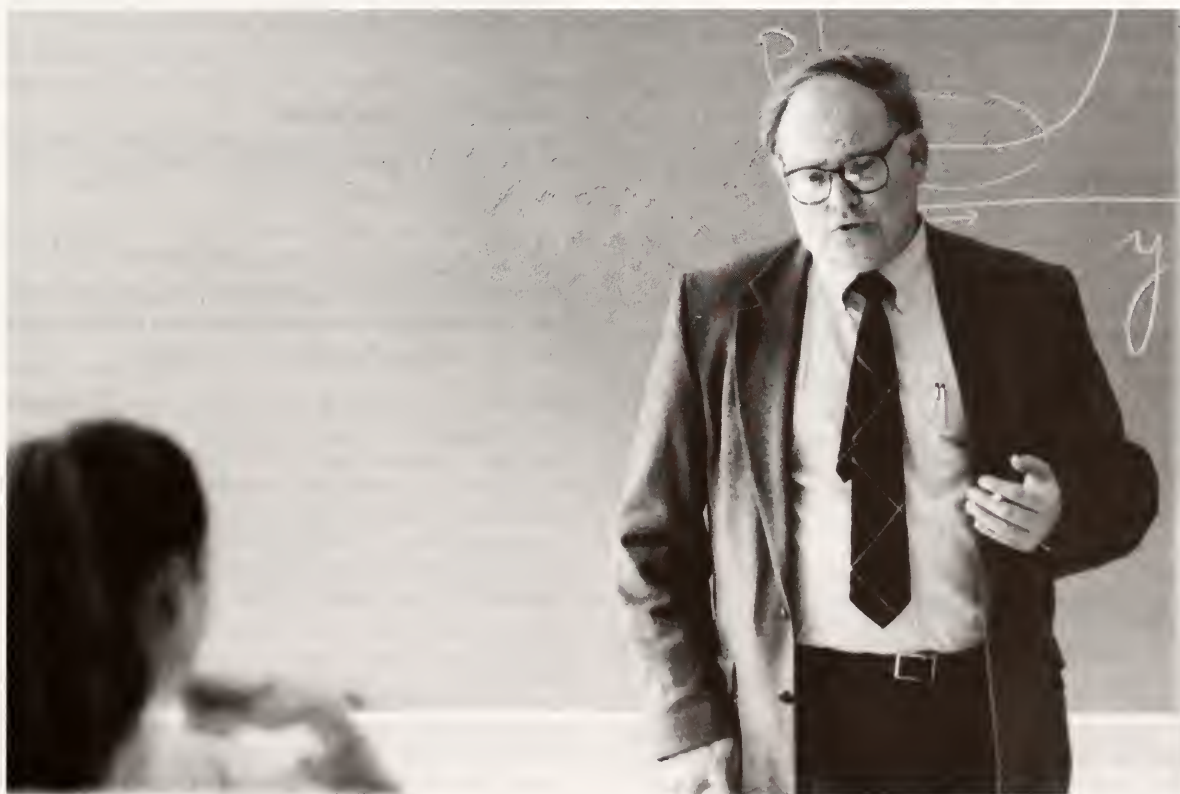
SOC 381 3 hours
Human Sexuality and Family Systems

A study of the present state of family systems in America with an examination of the broader topic of human sexuality as a dynamic pattern of relationships both within and outside of the family. Some multicultural and transcultural variations and trends, sources of strain, and changes over the family life cycle are studied. Biblical principles of sexuality are examined.

SOC 393 1-4 hours
Practicum

SPANISH

See Modern Languages.



SYSTEMS

See Computing and System Sciences.

URBAN MINISTRIES

See Christian Ministries.

YOUTH MINISTRIES

See Christian Ministries.

INTERAREA STUDIES

Two types of courses are included among these studies. The first set of courses is general in scope and exists apart from any single department. On transcripts and academic schedules these courses are identified with an IAS (Interarea Studies) prefix.

The second set of courses carries an interdisciplinary focus. These courses are directly related to more than one single department or academic field. The courses are identified as broad curricular areas (humanities, natural sciences), as geographical area programs (America, Holy Land, Latin America, Middle East, Russia), or as special focus programs (Los Angeles Film Studies, Daystar University College in Kenya).

IAS 101 1 hour New Student Orientation

An introduction to the Christian higher education philosophy of Taylor University by word and practice. This course includes small groups discussing study skills, personal growth and development, and academic advising. Also included is the working through of practical problems of adjustment to the Taylor community in the areas of behavioral standards, time management, interpersonal relationships, career planning, and spiritual growth. *Required of all new students and transfer students with 11 or fewer hours. Credit only.*

IAS 110 3 hours Freshman Seminar

An introduction to the liberal arts, integration of faith and learning, and basic psychological information about human nature. In addition to large group lectures, the course includes small group discussion sessions led by faculty and staff. The discussion sessions further develop the themes for the course. The primary thrust is to use the central theme of human nature to introduce the student to basic areas of understanding which undergird the intellectual growth process at Taylor. *Required of all new students and transfer students with 30 or fewer hours.*

IAS 120 1 hour Introduction to International Ministry

An overview of the cross-cultural mission of the church is presented. The class is offered each fall in preparation for participation in cross-cultural ministry during January Interterm.

Students may register for no more than two hours credit from the following courses: IAS 180/280 (Verbal), IAS 180/280 (Math), and IAS 290.

IAS 180/280 1 hour

Applied Learning Techniques-Verbal

Emphasis on techniques for the improvement of study skills, listening, and notetaking, reading and comprehension, and test taking skills. Drill and practice in English grammar and composition is written into the individualized student course work upon request of the English department. May be repeated one time. *Pass-fail only.*

IAS 180/280 1 hour

Applied Learning Techniques-Math

Emphasis on basic math (fractions, decimals, percents) and algebra. The course includes techniques of solving word problems in these areas. IAS 280 is individualized for the areas of math with which a student particularly needs help. May be repeated one time with a more individualistic approach. *Pass-fail only.*

IAS 252 1 hour

Developmental Processes in Leadership

Designed to provide theoretical foundations and experiential opportunities structured toward personal growth and organizational effectiveness. Strongly recommended for all students interested in on-campus leadership positions.

IAS 290 1 hour

Speed Reading

Emphasis on speed reading techniques and effective comprehension. Meets twice a week for seven weeks. *Pass-fail only.*

IAS 320 1 hour

Cross-Cultural Outreach

IAS 120 is required for this month-long experience of ministry which meets the general education cross-cultural requirement. Additional practicums may be selected in religion, Christian education, elementary education, or music during the field experience. *Offered interterms.*

IAS 352 1 hour

Student Development Seminar

Designed to provide instruction and study in topics relevant to specific student leadership positions on campus. *Prerequisite: IAS 252 and/or permission of instructor.*

IAS 492 1-4 hours

Integrative Seminar

An interdepartmental, interdisciplinary seminar of an integrative nature utilizing readings and other media to communicate ideas. *Prerequisite: Permission of the instructor.*

IAS 493 4 hours

Senior Seminar

Integrates the central purposes of general education with the major area of study. Seniors meet together initially to study broad interdisciplinary issues relating to the development of a Christian world view and Christian stewardship (1 hour). Students then meet in departments to integrate Christian philosophical concerns with departmental concerns (3 hours).

IAS 499 1 hour

Special Study

Upon recommendation of the major department chair, a student may petition for permission to serve as an instructional assistant in his/her major department. It is to be understood that the petition should be accompanied by a description of

the student's duties and that the *approved* petition is to be presented to the Registrar's Office at the time of registration. *Prerequisites: Junior standing, overall GPA of at least 2.6, major GPA of at least 3.0, and permission of the vice president for academic affairs.*

HUMANITIES

The Humanities Area (HUM) includes curricular offerings in ancient languages, visual arts, communication arts, English, modern languages, music, religion and philosophy.

HUM 230 4 hours Art as Experience

Three one-hour lecture sessions are scheduled per week with the equivalent of one additional hour per week required for attendance at arts events. Written critiques on selected events are part of the course curriculum. Lecture sessions focus upon works from several art forms with the goal of developing students' perceptual skills. A major focus of this course is *experiencing* art. The interterm version of this course requires permission of instructor.

HUM 250 1 hour Participation in the Arts

MUS participation to fulfill the participation in the arts requirement. *Credit only.*

NATURAL SCIENCE

NAS 240 4 hours Introductory Statistics

A study of basic statistical methods for describing data, counting outcomes and probability, probability distributions, sampling distributions, confidence intervals, tests of hypotheses, linear regression, and correlation.

GEOGRAPHICAL AREA (OFF-CAMPUS) PROGRAMS

Students interested in participating in any of these programs should consult with the assistant to the dean and coordinator for international/off-campus programs located on the Taylor University Upland campus.

American Studies Program (ASP)

This semester program in Washington D.C. is offered through the Christian College Coalition.

ASP 300 8 hours American Studies Seminar in Washington, D.C.

A series of three seminars permits a variety of approaches to public policy issues in American government and politics, thus giving participant students an opportunity to utilize the national capital's unique array of human and organizational resources. The seminars are organized into two five-week public policy units and one four-week foundations study unit. *Applicability to a major must be determined by the department.*

ASP 310 8 hours American Studies Internship in Washington, D.C.

An internship experience for participants in the American Studies Program which challenges each student to integrate faith with practice in a professional setting. *Applicability to a major must be determined by the department.*

Holy Land Studies (IHL)

This semester program in Jerusalem is available to Taylor students through the Institute of Holy Land Studies.

IHL 300 1-17 hours Holy Land Studies/Israel

Students enrolling in this semester-long program in Bible, geography, history, and archaeology will receive 1-17 hours of credit to be identified on the basis of courses selected when they enroll in the institute. *Applicability toward the major, general education, and cross-cultural requirements must be determined in advance by petition or course selection. Permission of the program director is required.*

Latin American Studies (LAS)

This semester program based in San Jose, Costa Rica, is offered through the Christian College Coalition. In addition to the language and seminars indicated by course listings, the Christian College Coalition is now offering an international business and marketing concentration and a tropical science and sustainability concentration.

LAS 300 6 hours Latin American Studies--Spanish Language Study

Students participating in the Latin American Studies Program study grammar, conversation, and literature in a Spanish class that is determined by the student's level of proficiency.

LAS 310 6 hours Latin American Studies Seminar in Costa Rica

Two interdisciplinary seminar courses help students participating in the Latin American Studies Program learn about and appreciate the Latin American people. A greater understanding of the Latin culture is gained by studying the social, cultural, political, psychological, philosophical, theological, and economic currents that flow through Latin American society. *Applicability to a major must be determined in advance by a petition submitted to the department.*

LAS 393 4 hours Latin American Studies Practicum in Costa Rica

Midway through a Latin American Studies Program students participate in a two-week, hands-on service project (unless enrolled in the business or tropical science concentration).

Middle East Studies (MES)

This semester program is available in Cairo, Egypt, through the Christian College Coalition.

MES 100 4 hours Introduction of Modern Standard Arabic

A course designed to help students gain an appreciation for the richness of Arabic and a desire to master the intricacies of the

language. Emphasis is placed upon acquisition of a basic facility in one of the spoken Arabic dialects. Opportunities for application are included.

MES 310 **4 hours**
Peoples and Cultures of the Middle East

This course seeks to acquaint students with the enormous variety of peoples and cultures found in this area of the world. The Ancient Mesopotamian, Egyptian, Hebrew, and Arab cultures are explored as are the three monotheistic world religions.

MES 312 **4 hours**
Conflict and Change in the Middle East Today

A study of political, economic, and religious transformations that have occurred and are still occurring in the area. Special emphasis is given the Arab-Israeli conflict. The last two weeks are spent in the Holy Land to gain firsthand Jewish and Palestinian perspectives.

MES 322 **4 hours**
Islam in the Modern World

This course introduces students to the challenges and difficulties experienced by Muslims seeking to relate to and participate in the modern world. Also dealt with is the role of women in society and the enforcement of moral and ethical codes of conduct upon all resident populations.

Russian Studies Program (RSP)

This semester program in Russia is offered through the Christian College Coalition.

RSP 100 **6 hours**
Introduction to the Russian Language

Designed for beginning and intermediate students in the Russian language, this course has as a starting requirement familiarity with the Cyrillic alphabet which may be achieved through study materials provided by the program. While the primary focus of the course is on conversational Russian, other goals include the equipping of students to be comfortable with basic reading and writing in Russian. Times of total immersion in the language equip students to converse in Russian both in and out of the classroom. Contact with Russian students, particularly in Nizhni Novgorod, facilitates language acquisition.

RSP 310 **4 hours**
Russian History and Culture

Using the resources of Moscow, St. Petersburg, and Nizhni Novgorod, students are introduced to 19th and 20th century Russia. This five-week course combines lectures with excursions to significant sites. After the first two weeks in Moscow and the cities of the "Golden Ring," the course is continued for three additional weeks in Nizhni Novgorod, the major city of the Volga Region. The seminar is designed and taught by the program director and uses guest lectures by Russian experts.

RSP 311 **4 hours**
Post-Communist Russia in Transition

After a foundation is laid through the first seminar, students at midsemester focus on contemporary Russia and her struggle with rebuilding society following the collapse of Communism. This five-week course also combines lectures with excursions to significant sites and briefings by public policy representatives. The course begins in Nizhni Novgorod where students are introduced to the complexities of economic transition from

a centrally planned to a free market economy. They study efforts to build democratic institutions in Russia and analyze the role of Russia's churches. The concluding three weeks of classes are in St. Petersburg where students meet with Russian leaders from the worlds of business, politics, education and religion.

RSP 393 **2 hours**
Practicum

The hands-on service project experience occurs during weeks 13-15 of the semester after the students have developed sufficient facility in the Russian language. Students are required to spend eight hours per day working as interns in various community projects, church organizations, business enterprises, or schools in St. Petersburg.

SPECIAL FOCUS PROGRAMS

Daystar University College

The Christian College Consortium offers selected Consortium students the opportunity to spend a semester at Daystar University College in Nairobi, Kenya. Up to sixteen hours of academic credit may be earned while immersed in the radically different culture of East Africa. *Applicability to a major must be determined by the department.*

Los Angeles Film Studies Center (LAFSC)

The Los Angeles Film Studies Center is a semester program of the Christian College Coalition. Students explore career interests in the Hollywood film industry while earning sixteen hours of academic credit. Three courses (Inside Hollywood, Film in Culture, and Introduction to Filmmaking) are offered in addition to an internship. *Applicability toward the major must be determined by the department.*

Liberal Arts — Associate Arts Degree

The associate of arts degree in the liberal arts is offered for students who desire a two-year program that emphasizes a breadth of knowledge. It is not to be awarded with a BA or BS degree.

A 43 credit hour core of courses from a variety of academic disciplines is combined with 14 credit hours from the student's choice of area of concentration and seven credit hours of electives to total 64 credit hours. Core requirements include BIB 110 and 210, ENG 110, HPR 100 and 200, HUM 230, REL 313, IAS 101, IAS 110, one communications course, one computer literacy course, one literature course, one science course, one history course, one social science course, and one cross-cultural course. The area of concentration (or a combination of related areas if sufficient offerings are not available in one selected field of study) excludes areas that offer separate AA degrees (business administration, criminal justice, and education) and must be approved by the director of general education.

UNIVERSITY PERSONNEL

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Term expires 1996:

Joseph D. Brain

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President

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Vice President for Academic Affairs and Dean of the University

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Vice President for the Fort Wayne Campus

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Academic Administration

Dwight Jessup
Vice President for Academic Affairs and Dean of the University

Rebecca S. Moore
Assistant to the Dean of the University and Coordinator for International/Off-Campus Programs

Barbara E. Davenport
Registrar

James Hendrix (TUFW)
Associate Registrar

Division of Business

Robert Gortner
Associate Dean and Chair, Business, Accounting, and Economics Department

Stephen Resch (TUFW)
Business, Accounting, and Economics Department

Division of Education

Stephen Bedi
Associate Dean and Chair, Education Department

Marilyn Stepnoski (TUFW)
Education Department

Donald Taylor
Chair, Department of Health, Physical Education, and Recreation

Bruce Pratt (TUFW)
Department of Health, Physical Education, and Recreation

Division of Fine and Applied Arts

Jessica Rousselow
Associate Dean

Albert Harrison
Chair, Music Department

Jay Platte (TUFW)
Music Department

Dale Jackson
Chair, Communication Arts Department

Mark Vermilion (TUFW)
Communication Arts Department

Craig Moore
Chair, Visual Arts Department

Division of General Studies and Academic Support

Ronald Sloan

Associate Dean and Director of General Education

Sonja Strahm (TUFW)

Director of Learning Support Center

Jon Ford (TUFW)

Coordinator of Educational Technology and Information Center Specialist

Wava Bueschlen (TUFW)

Director of Library

Division of Letters

Robert Pitts

Associate Dean

Paul House

Chair, Biblical Studies, Christian Education, and Philosophy Department

Douglas Barcalow (TUFW)

Chair, Christian Ministries Department

Wesley Gerig (TUFW)

Biblical Studies

Douglas Barcalow (TUFW)

Christian Education

Jay Platte (TUFW)

Music Ministries

David Biberstein (TUFW)

Pastoral Ministries

Richard Gray (TUFW)

Urban and Youth Ministries

William Fry

Chair, English Department

Pam Jordan (TUFW)

English Department

Janet Loy

Chair, Modern Languages Department

Rita Koch (TUFW)

Modern Languages Department

Division of Natural Sciences

Stanley Burden

Associate Dean

Timothy Burkholder

Chair, Biology Department

John Schutt (TUFW)

Biology Department

R. Waldo Roth

Chair, Computing and System Sciences Department

William Klinger

Chair, Mathematics Department

Gary Bard (TUFW)

Math and Computing and System Sciences Departments

Division of Social Sciences

R. Philip Loy

Associate Dean

William Ringenberg

Chair, History Department

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History Department

Ronald Powell (TUFW)

Chair, Criminal Justice

Joe Lund

Chair, Psychology Department

C. Joseph Martin (TUFW)

Psychology Department

FACULTY

Faculty of Instruction

The year appearing immediately after each name indicates the first year of full-time service at Taylor.

Douglas A. Barcalow, 1983.

Professor of Christian Education. BA, Fort Wayne Bible College, 1971; MA, Trinity Evangelical Divinity School, 1976; EdD, Northern Illinois University, 1986.

Gary G. Bard, 1994.

Assistant Professor of Mathematics and Computing and System Sciences. BA, University of Northern Iowa, 1975; MA, University of Northern Iowa, 1976; PhD, Iowa University, 1982.

Marc W. Barnes, 1992.

Assistant Professor of Psychology. BA, University of Nebraska, 1981; MPE, University of Nebraska, 1984; PhD, University of Nebraska, 1985.

David D. Biberstein, 1982.

Professor of Pastoral Ministries. BA, Fort Wayne Bible College, 1966; MDiv, Trinity Evangelical Divinity School, 1970; DMin, Trinity Evangelical Divinity School, 1990.

Arlan J. Birkey, 1968.

Associate Professor of Greek. BA, Fort Wayne Bible College, 1963; ThB, Fort Wayne Bible College, 1964; MDiv, Fuller Theological Seminary, 1967; additional graduate studies, Concordia Theological Seminary.

Wava M. Bueschlen, 1964.

Director of Library and Associate Professor. BS, Fort Wayne Bible College, 1975; MS, Indiana University, 1977.

Eunice J. Conrad, 1957.

Associate Professor of English. BA, Wheaton College, 1952; MA, Indiana University, 1957.

Wesley L. Gerig, 1957.

Professor of Bible. BA, Fort Wayne Bible College, 1957; MDiv, Fuller Theological Seminary, 1954; ThM, Fuller Theological Seminary, 1956; PhD, University of Iowa, 1965.

Richard L. Gray, 1994.

Assistant Professor of Christian Ministries. BA, Anderson University, 1974; MDiv, Fuller Theological Seminary, 1986; ThM, Fuller Theological Seminary, 1991; PhD, Fuller Theological Seminary, 1994.

James C. Hendrix, 1993.

Associate Registrar and Assistant Professor. BS, Indiana State University, 1977; MS, Indiana State University, 1980; PhD, Southern Illinois University, 1992.

Dwight Jessup, 1993.

Vice President for Academic Affairs and Dean of the University and Professor of History and Political Science. BA, Bethel College (MN), 1960; MA, University of Minnesota, 1965; PhD, University of Minnesota, 1978.

Pamela L. Jordan, 1992.

Director of English Programs and Instructor of English. BS, Taylor University, 1978; MA, Ball State University, 1982; MA, Indiana Wesleyan University, 1982; additional graduate studies, Ball State University.

Jay Kesler, 1985.

President and Professor. BA, Taylor University, 1958; LHD, Taylor University, 1982; DD, Asbury Theological Seminary, 1984; HHD, Huntington College, 1983; DD, Barrington College, 1977; LHD, John Brown University, 1987.

Rita D. Koch, 1992.

Instructor of Spanish. BA, Grace College, 1966; MA, Ball State University, 1992.

C. Joseph Martin, 1990.

Associate Professor of Psychology. BA, Bethel College, 1957; BD, Goshen College Bible Seminary, 1960; MRE, Goshen College Bible Seminary, 1965; MA, Saint Mary's College, 1968; DMin, Union Theological Seminary, 1974; doctoral candidate, Andrews University.

Etta B. Miller, 1990.

Associate Professor of Teacher Education. BA, Wheaton College, 1951; MEd, Western Washington State University, 1969; EdD, University of Southern California, 1981.

Hadley T. Mitchell, 1993.

Assistant Professor of Economics. BA, Houghton College, 1969; MBA, University of Colorado, 1975; MAR, Westminster Theological Seminary, 1980; MA, Villanova University, 1983; PhD, University of Tennessee, 1993.

Rebecca S. Moore, 1990.

Assistant to the Dean of the University and Instructor of Education. BS, Taylor University, 1966; MA, Ball State University, 1973.

Robert W. Nienhuis, 1993.

Vice President for the Fort Wayne Campus and Assistant Professor of Adult and Continuing Education. BA, Hope College, 1971; MDiv, Trinity Evangelical Divinity School, 1977; ThM, Trinity Evangelical Divinity School, 1987; PhD, Michigan State University, 1992.

Jay D. Platte, 1968.

Director of Community School of the Arts and Professor of Music. BME, Fort Wayne Bible College, 1969; MA, Ball State University, 1971; DA, Ball State University, 1981.

Ronald L. Powell, 1993.

Director of Criminal Justice Program and Associate Professor of Criminal Justice. BA, David Lipscomb, 1962; MA, Harding Graduate School, 1967; PhD, University of Georgia, 1972.

Bruce A. Pratt, 1992.

Assistant Professor of Health, Physical Education, and Recreation. BS, Taylor University, 1974; MA, Ball State University, 1978; additional graduate studies, Ball State University.

Stephen J. Resch, 1992.

Director of Business Program and Associate Professor of Business. AA, Pensacola Junior College, 1990; BA, Purdue University, 1979; MA, Purdue University, 1982; MS, Purdue University, 1984; additional graduate studies, Nova University.

Roger W. Ringenberg, 1983.

Associate Professor of Missions. BA, Fort Wayne Bible College, 1969; MDiv, Trinity Evangelical Divinity School, 1973; ThM, Grace Theological Seminary, 1982; DMiss, Trinity Evangelical Divinity School, 1992.

James A. Saddington, 1983.

Associate Professor of History. BS, Philadelphia College of Bible, 1970; BA, Temple University, 1971; MA, Temple University, 1972; MA, Montclair State College, 1973; additional graduate studies, Bowling Green State University.

John R. Schutt, 1988.

Associate Professor of Biology. BA, Western Maryland College, 1976; MS, University of Tennessee, 1982; PhD, University of Tennessee, 1985.

Ruth E. Silvers, 1992.

Assistant Librarian. AA, Edison State Community College, 1978; BS, Miami University, 1980; MLS, Indiana University, 1985.

Marilyn B. Stepnoski, 1993.

Associate Professor of Education. BA, S.U.N.Y. at Binghamton, 1968; MEd, Springfield College, 1971; PhD, University of Oregon, 1984.

Sonja S. Strahm, 1977.

Director of Learning Support Center and Associate Professor. BA, Taylor University, 1966; MS, Saint Francis College, 1969; MA, Ball State University, 1989.

Michael D. Van Huizen, 1985.

Assistant Librarian. BS, Bryan College, 1973; MSLS, University of Tennessee, 1979.

Mark A. Vermilion, 1993.

Director of Public Relations Studies and Instructor of Public Relations. BS, Indiana Wesleyan University, 1985; MA, Regent University, 1993.

Daryl R. Yost, 1983.

Provost/Executive Vice President and Professor of Education. BS, Manchester College, 1958; MA, Ball State University, 1962; EdD, Ball State University, 1969.

Other Faculty**Carolyn L. Arthur, 1989.**

Dean of Students and Assistant Professor. BA, Seattle Pacific University, 1970; MA, Ball State University, 1981; PhD, Michigan State University, 1991.

Kimberly Barrantes, 1993.

Lexington Hall Director. BA, Taylor University, 1990; MA, Trinity Evangelical Divinity School, 1992.

Richard H. Baxter, 1969.

Director of Student Ministries, Career Development, and Summer Conferences and Associate Professor. BS, Fort Wayne Bible College, 1970; MS, Saint Francis College, 1977.

Joel D. Brown, 1993.

Schultz Hall Residence Director. BA, Taylor University, 1991; MA, Denver Theological Seminary, 1993.

William D. Gerig, 1982.

Director of Alumni/Church Relations and Assistant Professor. BS, Wheaton College, 1959; BS, Fort Wayne Bible College, 1961; MA, Trinity Evangelical Divinity School, 1973.

Marvin (Bud) Hamilton, 1990.

Athletic Director and Chaplain and Assistant Professor. BA, Taylor University, 1968; BA, Florida Bible College, 1971; MAR, Liberty University, 1990.

Heather Zenk St. Peters, 1994.

Director of the Institute of Correspondence Studies. BA, Illinois Wesleyan University, 1991; MS, Illinois State University, 1994; MS, Illinois State University, 1994.

Emeriti Faculty**Edith Ehlke**

Professor of English Emeritus, 1946-1991

Cyril Eicher

Professor of Pastoral Ministries Emeritus, 1950-1978

Joy M. Gerig

Former Director of Christian Service and Associate Professor Emeritus, 1959-1989

Ira Gerig

Professor of Music Emeritus, 1953-1980

Ted Nickel

Professor of Christian Education Emeritus, 1962-1986

Contract Personnel**James Beard**

Campus Visitation Coordinator

Mitchell Beaverson

Coordinator of Admissions Operations Materials Ctr.

Victoria Book

Director of Financial Aid

Mark Burritt

Director of Accounting Services

Ruth Ann Fear

Coordinator of Office Systems

Jonathan Ford

Information Center Specialist

Donald Hamm

Director of Physical Plant/Personnel

Sherri Harter

Director of University Relations

Kristie Jacobson

Director of Annual Fund

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Coordinator of Instructional Materials Center

Dennis Norman

Maintenance Foreman

M.L. Patterson

Information Services Coordinator

Lisa Paul

Assistant to University Relations

Nathan Phinney

Director of Admissions

Lorraine Roth

Administrative Assistant to Vice President for the Fort Wayne Campus

John Sullivan

Maintenance

Joseph Updegrove

Director of Development

National Alumni Council 1993-94**Richard Baxter '70**

Fort Wayne, Indiana

Arlan Birkey '64

Fort Wayne, Indiana

Cryil Eicher '32

Fort Wayne, Indiana

Joy Gerig '52 & '66

Fort Wayne, Indiana

Daniel Herr '84 & '89

Fort Wayne, Indiana

Verlin Rice '73

Fort Wayne, Indiana

Evelyne Schmidt '60

Fort Wayne, Indiana

Mark Vincent '85

Sturgis, Michigan

Marceil Zehr '52

Fort Wayne, Indiana

Tamara Lugar '93

Fort Wayne, Indiana

Matthew Level '94

Fort Wayne, Indiana

Parents' Cabinet 1993-94**Marvin and Sue Claassen**

Princeton, Illinois

Fred and Carole Dryden

Des Plaines, Illinois

Ron and Gretchen Eickhorst

Fort Wayne, Indiana

Toni Nevil

Geneva, Indiana

Larry and Marge Eicher

Mooresville, Indiana

COLLEGE CALENDAR 1994-95 ACADEMIC YEAR

FALL TERM 1994

August 24-26, Wednesday-Friday
August 26-29, Friday-Monday
August 30, Tuesday
September 5, Monday, Labor Day
September 12-16, Monday-Friday
October 7, Friday
October 8, Saturday
October 21, Friday
November 4, Friday
November 7-11, Monday-Friday
November 23, Wednesday, 12:00 p.m.
November 28, Monday, 12:00 p.m.
December 12-15, Monday-Thursday

Colleagues' College (Faculty)
New Student Orientation
Classes begin
No day classes; classes resume 5:00 p.m.
Spiritual Renewal Week
Campus Visitation Day
Homecoming/Parents' Weekend
Midterm grades due
Campus Visitation Day
World Opportunities Week
Thanksgiving holiday
Classes resume
Evaluation Week

INTERTERM 1995

January 3, Tuesday
January 16, Monday
January 27, Friday

Interterm begins
Martin Luther King Day
Interterm ends after last class

SPRING TERM 1995

January 30, Monday
February 6-10, Monday-Friday
March 3, Friday
March 17, Friday
March 24, Friday
April 3, Monday
April 13, Thursday
April 18, Tuesday
April 21, Friday
May 15-18, Monday-Thursday
May 20, Saturday, 3:00 p.m.

Classes begin
Spiritual Renewal Week
Campus Visitation Day
Midterm grades due
Spring vacation begins after last class
Classes resume
Easter break begins after last class
Classes resume
Campus Visitation Day
Evaluation Week
Commencement Ceremonies

SUMMER SESSION I, 1995

May 23-June 16
May 23, Tuesday
May 29, Monday, Memorial Day
June 9-10, Friday-Saturday
June 16, Friday

Summer Session I
Classes begin
No classes
Summer Orientation/Fall Registration
Classes end after last class

SUMMER SESSION II, 1995

June 19-July 21
June 19, Monday
July 4, Tuesday, Independence Day
July 28-29, Friday-Saturday
July 21, Friday

Summer Session II
Classes begin
No classes
Summer Orientation/Fall Registration
Summer Session ends after last class

COLLEGE CALENDAR 1995-96 ACADEMIC YEAR

FALL TERM 1995

August 23-25, Wednesday-Friday
August 25-28, Friday-Monday
August 29, Tuesday
September 4, Monday, Labor Day
September 11-15, Monday-Friday
September 30, Saturday
October 13, Friday
October 20, Friday
November 3, Friday
November 6-10, Monday-Friday
November 22, Wednesday, 12:00 p.m.
November 27, Monday, 12:00 p.m.
December 11-14, Monday-Thursday

Colleagues' College (Faculty)
New Student Orientation
Classes begin
No day classes; classes resume 5:00 p.m.
Spiritual Renewal Week
Homecoming/Parents' Weekend
Campus Visitation Day
Midterm grades due
Campus Visitation Day
World Opportunities Week
Thanksgiving holiday
Classes resume
Evaluation Week

INTERTERM 1996

January 2, Tuesday
January 15, Monday
January 26, Friday

Interterm begins
Martin Luther King, Jr. Day
Interterm ends after last class

SPRING TERM 1996

January 29, Monday
February 5-9, Monday-Friday
March 15, Friday
March 15, Friday
March 29, Friday
April 9, Tuesday
April 19, Friday
May 13-16, Monday-Thursday
May 18, Saturday, 3:00 p.m.

Classes begin
Spiritual Renewal Week
Midterm grades due
Campus Visitation Day
Spring vacation begins after last class
Classes resume
Campus Visitation Day
Evaluation Week
Commencement Ceremonies

SUMMER SESSION I, 1996

May 21 - June 14
May 21, Tuesday
May 27, Monday, Memorial Day
June 14, Friday

Summer Session I
Classes begin
No classes
Classes end after last class

SUMMER SESSION II, 1996

May 21 - June 14
May 21, Tuesday
May 27, Monday, Memorial Day
June 14-15, Friday-Saturday
June 14, Friday
July 19, Friday

Summer Session I
Classes begin
No classes
Summer Orientation/Fall Registration
Classes end after last class
Classes end

COLLEGE CALENDAR 1996-97 ACADEMIC YEAR

FALL TERM 1996

August 28-30, Wednesday-Friday
August 30 - September 2, Friday-Monday
September 3, Tuesday
September 9-13, Monday-Friday
September 28, Saturday
October 4, Friday
October 25, Friday
November 1, Friday
November 4-8, Monday-Friday
November 27, Wednesday, 12:00 p.m.
December 2, Monday, 12:00 p.m.
December 16-19, Monday-Thursday

Colleagues' College (Faculty)
New Student Orientation
Classes begin
Spiritual Renewal Week
Homecoming/Parents' Weekend
Campus Visitation Day
Midterm grades due
Campus Visitation Day
World Opportunities Week
Thanksgiving holiday
Classes resume
Evaluation Week

INTERTERM 1997

January 6, Monday
January 20, Monday
January 30, Thursday

Interterm begins
Martin Luther King, Jr. Day
Interterm ends after last class

SPRING TERM 1997

February 3, Monday
February 10-14, Monday-Friday
March 14, Friday
March 21, Friday
March 21, Friday
April 1, Tuesday
April 18, Friday
May 19-22, Monday-Thursday
May 24, Saturday, 3:00 p.m.

Classes begin
Spiritual Renewal Week
Campus Visitation Day
Midterm grades due
Spring vacation begins after last class
Classes resume
Campus Visitation Day
Evaluation Week
Commencement Ceremonies

SUMMER SESSION I, 1997

May 28 - June 20
May 28, Wednesday
June 13-14, Friday-Saturday
June 20, Friday

Summer Session I
Classes begin
Summer Orientation/Fall Registration
Classes end

SUMMER SESSION II, 1997

June 23 - July 25
June 23, Monday
July 4, Friday, Independence Day
July 25-26, Friday-Saturday
July 25, Friday

Summer Session II
Classes begin
No classes
Summer Orientation/Fall Registration
Summer Session ends

COLLEGE CALENDAR 1997-98 ACADEMIC YEAR

FALL TERM 1997

August 27-29, Wednesday-Friday
August 29 - September 1, Friday-Monday
September 2, Tuesday
September 8-12, Monday-Friday
October 3, Friday
October 4, Saturday
October 24, Friday
November 3-7, Monday-Friday
November 7, Friday
November 26, Wednesday, 12:00 p.m.
December 1, Monday, 12:00 p.m.
December 15-18, Monday-Thursday

Colleagues' College (Faculty)
New Student Orientation
Classes begin
Spiritual Renewal Week
Campus Visitation Day
Homecoming/Parents' Weekend
Midterm grades due
World Opportunities Week
Campus Visitation Day
Thanksgiving holiday
Classes resume
Evaluation Week

INTERTERM 1998

January 5, Monday
January 19, Monday
January 29, Thursday

Interterm begins
Martin Luther King, Jr. Day
Interterm ends after last class

SPRING TERM 1998

February 2, Friday
February 9-13, Monday-Friday
March 20, Friday
TBA
March 20, Friday
March 30, Monday
April 10, Friday
April 14, Tuesday
TBA
May 18-21, Monday-Thursday
May 23, Saturday, 3:00 p.m.

Classes begin
Spiritual Renewal Week
Midterm grades due
Campus Visitation Day
Spring vacation begins after last class
Classes resume
Easter break
Classes resume
Campus Visitation Day
Evaluation Week
Commencement Ceremonies

INFORMATION DIRECTORY

The Office of the President of the University administers the total program of the institution and will receive inquiries. In addition, the administration, faculty, and staff of Taylor University are available to assist with questions relevant to particular areas of responsibility.

Inquiries on the following subjects may be addressed to the offices indicated:

Academic Information: academic grievances, calendar, curriculum, faculty, and scheduling of classes--vice president Fort Wayne, registrar, or vice president for academic affairs

Admissions: applications, campus visits, catalogs, and descriptive literature--director of admissions

Business Matters: fees, payment procedures—Business Office/supervisor of student accounts

Christian Life: chapel, convocations, spiritual emphasis, Taylor World Outreach—dean of students, chaplain, or student ministry coordinator

Conference and Visitors Bureau: retreats, band camps, conferences, meetings—conference coordinator

Counseling: various counseling services—dean of students

Development: alumni relations (Taylor Clubs, alumni publications, homecoming activities), estate planning,

fund raising, public relations, university publications—director of development or director of university relations

Faculty Speakers: academic topics, pulpit supply—Church Relations

Registration and Transcripts: academic petitions, grade reports, faculty advising, transcripts, transfer credit—registrar

Student Insurance: —director of auxiliary services

Student Life: activities, campus safety, clubs, counseling, health services, housing, orientation, leadership opportunities and career development—dean of students

Summer Sessions: summer classes, workshops, field station programs—vice president Fort Wayne or registrar

University Relations: conferences and events, marketing media, public relations, university publications, WBCL/WBCY—vice president for university relations



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Proposed Major:		
Circle Activity interest: Music Drama Basketball Volleyball Soccer		
Materials Requested:		

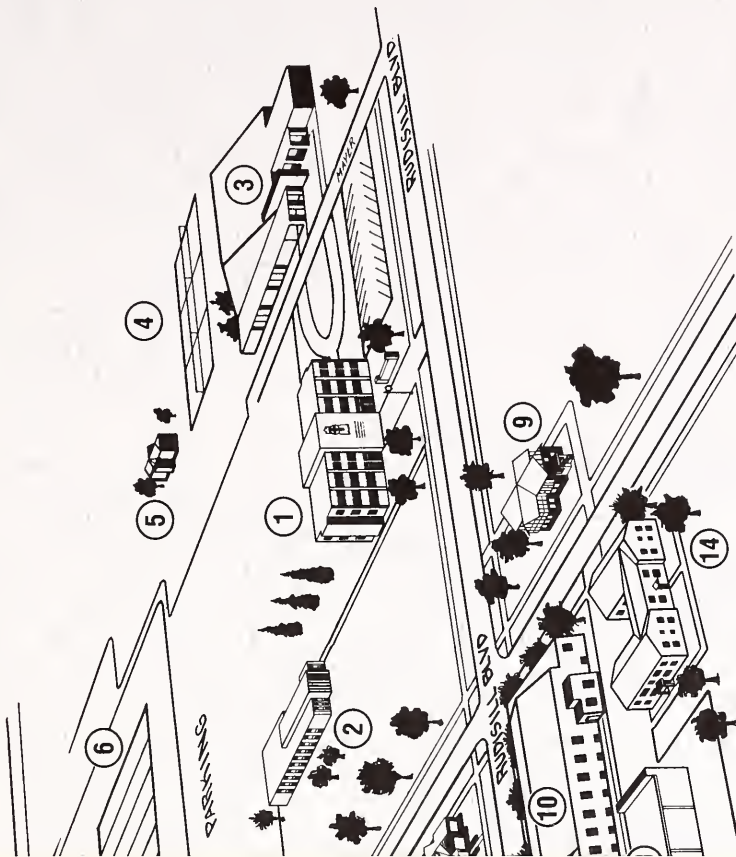
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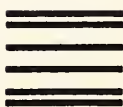
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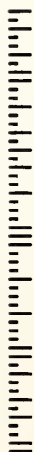
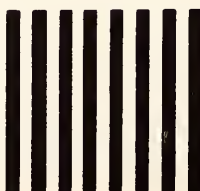
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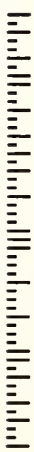
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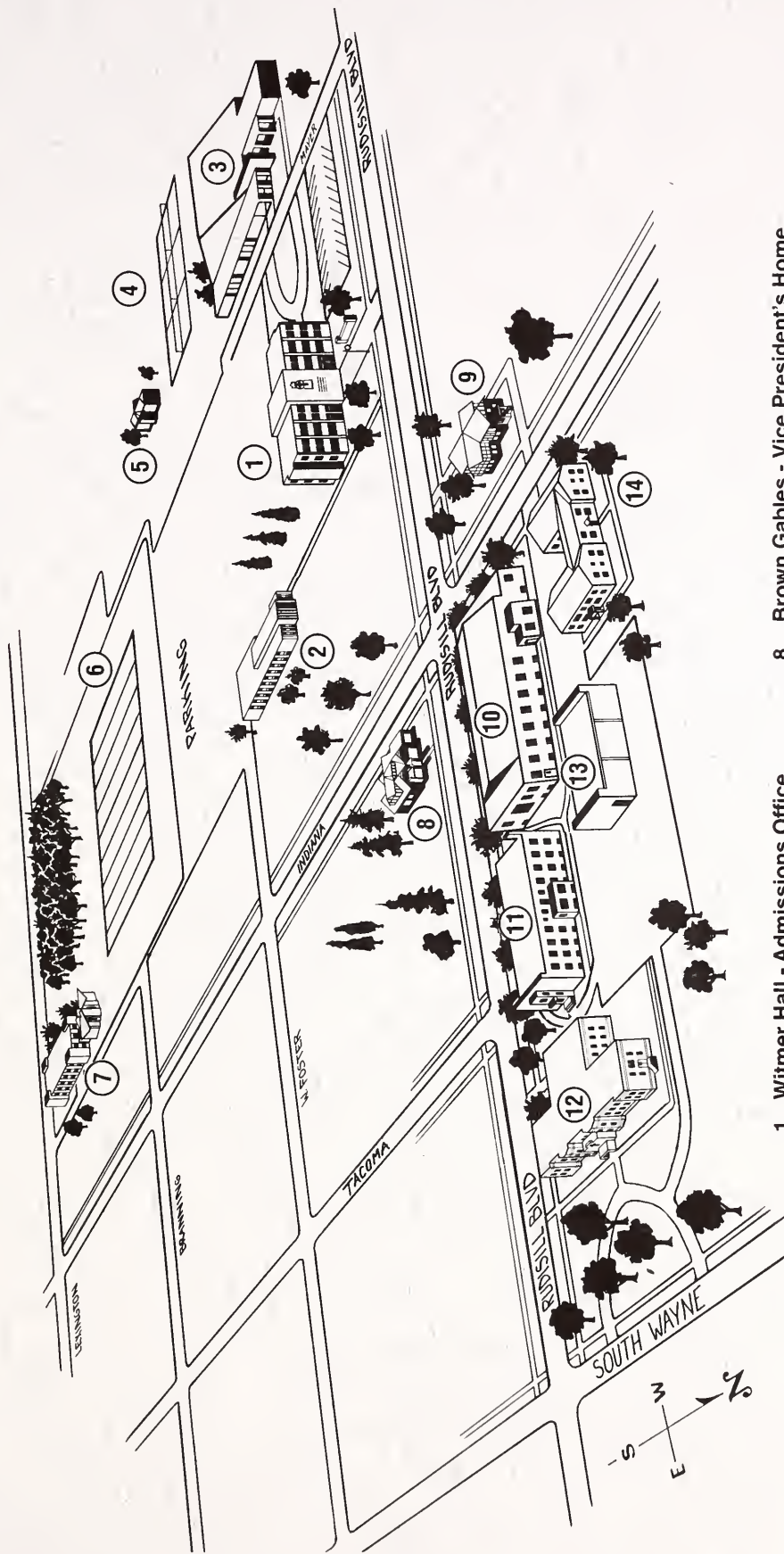
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